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ABSTRACT

This four-part application for the National Center for Research in Vocational Education's 1995 Exemplary Career Guidance and Counseling Programs award describes the goals and operations of a student services and counseling program at Washington's Renton Technical College (RTC). Parts 1 and 2 present general information on the program for 1993-94, describing the characteristics of the 15,130 students served, program personnel, and operational budget. Part 3 describes program operation, including a schedule from a typical day, while part 4 reviews program components related to the following: (1) objectives and counselor activities undertaken to achieve the program's three main goals (i.e., facilitate lifelong learning competencies, personal effectiveness competencies, and life role competencies in multiple settings); (2) student needs at RTC; (3) program support services; (4) program collaboration and articulation, including family involvement, faculty/staff involvement, inter-agency cooperative agreements, and collaboration with business; (5) institutional support for the program related to facilities, financial support, and professional development opportunities; and (6) program evaluation and student follow-up. Attachments include a student handout on assessment test scores; data on student demographics; sample counseling program forms; an agreement for joint training between RTC and Lighthouse for the Blind, Inc.; lists of customized job training courses offered by RTC; sample program announcements; a description of student personnel services at RTC; questionnaires and data from student evaluations of RTC and the program; an itemized budget for 1993-94; an organizational chart; and a campus guide. (AJL)

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ED 399 985

Exemplary Career Guidance Program
Renton Technical College

by

Michael Crehan

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Application submitted to the National Center for Research in Vocational Education for the 1995 Exemplary Programs Competition.

JC 960 574

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1995 NCRVE Exemplary Career Guidance and Counseling Programs: Application

PART 1: General Information (2 points)

Title of Program: Student Services/Counseling

Program Contact: Michael Crehan

Position: Counselor

Institution/Agency: Renton Technical College

Program Address: 3000 NE 4th Street

City: Renton State: Washington Zip: 98056

Program Phone: (206) 235-5840 Fax: (206) 235-7832

I certify that the information included in this application is accurate to the best of my knowledge.

Jon Pozega	Dr. Robert C. Roberts
Name of Program Coordinator (Please print or type.)	Name of Chief Administrator (Please print or type.)
Jon Pozega	Robert C. Roberts
Signature	Signature
Vice President for Student Services & Facilities	President
Title	Title
05-31-95	05-31-95
Date	Date

(This page should be completed and returned with the rest of the application.)

TO BE ELIGIBLE, CAREER COUNSELING PROGRAMS

- MUST BE OPERATIONAL AND HAVE TWO OR MORE YEARS OF MEASURED OUTCOMES
- MUST HAVE THE FULL RANGE OF OPTIONS INCLUDING VOCATIONAL-TECHNICAL CAREERS

1993/94

PART 2: Demographic Information (8 points)

This form (Part 2) should follow the cover page of the application.

Title of Program: Student Services/Counseling

Number of Students/Clients Served During 1993-94 School Year: 15,130

Does the total represent ALL students in your school/institute? X Yes ___ No

On the left, please **check** the different categories of students your program serves and on the right, give an estimate of their numbers:

		Number
X	Displaced Homemakers	52
X	Incarcerated/Offenders	67
___	Single/Teen Parents	___
X	Dislocated Worker	358
X	Non-Traditional Enrollees	78
X	LEP/Immigrants	680
X	Disadvantaged	1320
X	Dropouts	1626
X	Students with Disabilities	52
___	Other	___
___	College Bound	___
X	Vocational Students	4473
___	General Track	___

(This page should be completed and returned with the rest of the application.)

Present Setting:
(choose one)

_____ Comprehensive High School
_____ Specialized Vocational High School
_____ Secondary Level Area Vocational Center
_____ Alternative Secondary School (specify): _____
__X__ Postsecondary/Technical Institute/Community College
_____ Alternative Postsecondary Program (specify): _____
_____ Adult and Continuing Education Agency
_____ Other: _____

(choose one)

__X__ Public
_____ Private

Title of Program Setting (e.g., Urbana High School): _____

Number of Career Guidance and Counseling Program Staff:

Number
__1__ Administrator(s)
__6__ Counselors
_____ Job Placement Coordinator(s)
__1__ Clerical Support Personnel
__3.5__ Other: Financial Aid (All)
_____ Other: _____

1993-94 Budget: $ 589,800 Total Program Budget

Budget Breakdown:

$ 14,500 Federal Contribution
$345,628 State Contribution
$229,672 Local Contribution
$_____ Business or Industry Contribution
$_____ Other: _____
$_____ Other: _____

Evidence of Outcomes:

Please provide evidence of the effectiveness of your program **for 1992-1993 and for 1993-1994.** Examples of evidence are success rates of dropout programs, numbers of students employed upon graduation, completion rates, numbers in postsecondary education, all follow-up data, follow-along information to document program effectiveness, etc.

Please **append** supporting documentation (e.g., Annual Reports, summary of follow-up data).

(This page should be completed and returned with the rest of the application.)

PART 3: PROGRAM INFORMATION

Program Abstract

Renton Technical College is one of thirty two colleges in the state of Washington which is operated by the State Board for Community and Technical Colleges. Renton provides training, retraining and upgrading for persons seeking marketable skills. Vocational training is comprised of three programs a)occupational training b) occupational skill upgrading c)apprenticeship. In addition to the vocational program offerings the college also offers courses in Basic Education and in Community Service.

The college is accredited through the Commission of Colleges of the Northwest Association of Schools and Colleges and is listed in the current issue of Accredited Institutions of Higher Education. Specialized accreditation has been earned by the following programs: Auto Body Repair, Alcohol Education, Child Care, Culinary Arts, Dental Assistant, Licensed Practical Nurse, Pharmacy Technician and Surgical Technologist.

The guidance program is an integral part of the college and plays an important role in the mission of the school. Guidance assesses basic skills, interests and aptitudes and helps individuals make appropriate career choices. Guidance assists enrolled students by providing support services which will enhance student success.
Counselors provide linkages between students, agencies, faculty and administration. Students can benefit from guidance services throughout their college experience. Critical points include access to college, establishing career and life goals encountering personal barriers to academic success and entering the job market.

Approximately 1200 students graduate from the occupational programs each year. Some go on to further education but the majority go directly into the labor market. Successful outcomes are measured primarily by the numbers who find employment in their area of training. Placement data and Follow up data are closely monitored and are important factors when decisions are made to either continue or cancel training programs.

PART 3: PROGRAM INFORMATION

Program Operation

The location of the counselor offices close to the Registration department facilitates easy availability to students. Appointments are made by the Student Services secretary, but walk-ins are encouraged.

Program and college information is provided to prospective students and when appropriate, interest inventories or aptitude tests are administered to help determine career direction.

Basic skills of English, math, and reading are assessed for every student who plans to enroll in an occupational program at the college. Counselors participate in the explanation of student scores immediately after the test and recommend remediation where applicable. The college acknowledges that this is a time when the individual is most likely to take the needed steps. (Attachment A1)

Counselors are assigned to various departments including health, technical, trade and industry, basic studies, and business. This encourages close linkages with the faculty, the students, and the associate dean of the department.

Counselors work closely with instruction, consulting and advocating for students regarding learning styles and the need to accommodate in the case of a disability.

Counselors often advocate for student in resolving conflicts on campus as well as intervening in student complaint issues.

Contacts with local high schools as well as community based organizations are maintained by visitations and tours. Counselors are also available for on or off site presentations. A representative from the counseling program attends the Running Start, the Tech Prep, and Occupational Information Specialist meetings at the local high schools.

PART 3: PROGRAM INFORMATION

Typical Day

For the purposes of this report a simplified schematic of a typical day is outlined. This outline does not take into account ad hoc meetings with faculty, numerous telephone calls and various non scheduled events which occur each day.

7:30	Counselor reports to work.
8:00	First appointment is with a student who wishes to participate in Running Start and needs assistance in deciding which college level course is appropriate.
9:00	The next client is an individual has just received notification that the company where he/she was employed is downsizing. They are faced with a need to get retrained and need immediate intensive career exploration before deciding of a new training program.
9:30	Assessment committee meeting.
10:00	An enrolled student has a disagreement with their instructor regarding a grade for an assignment.
10:30	Meet with agency counselor and sign a JTPA contract for a dislocated worker.
11:00	Student wishes to discuss transfer courses.
12:00	Lunch
12:30	Explanation of Asset scores and provide orientation for new students.
1:00	Presentation to community based organization who wish to know about the various career options available at the college.
2:30	Individual who wishes to enter the work force requests labor market information.
3:00	International student information requested by a sponsor.
3:30	Assorted reports and other paperwork.

Part 4 COMPONENTS OF EXEMPLARY CAREER GUIDANCE

A

A few years ago our counselors felt the need to establish a counseling program which would serve the needs of all students not just the ones who came to the counseling center.

A needs survey was conducted and students, faculty/staff and administrators were asked to identify the top 10 student needs. (See attached needs summary) The National Career Development Guidelines as well as A Guide for Counseling and Guidance Services in Washington State were reviewed for direction and information. The goals outlined in these publications were modified because the committee felt that goals needed to be localized.

The following three broad goals were selected to provide a framework for the program.

GOAL 1: To facilitate lifelong learning competencies required for fulfilling potential and adapting to change.

GOAL 2: To facilitate personal effectiveness competencies required for social and personal development.

GOAL 3: To facilitate life role competencies in multiple settings, school home work and community.

In addition to the three broad goals, student learning objectives and counselor activities were selected to facilitate the implementation of these goals. Budgetary constraints have impacted our ability to implement all of the elements of the program. We continue to implement more and more portions of this program as additional personnel are added to Student Services.

Additionally, each year we emphasize and focus on specific need areas. In 1994/95 our need areas are twofold:

a) Increase the retention rate and job placement rate for occupational program graduates.
b) Increase Running Start participation from local area high schools.

What follows is a more complete description of our program as well as a listing of suggested counselor activities.

1. GOAL #1, to facilitate lifelong learning competencies required for fulfilling potential and adapting to change.

A. Communication - a process which enables people to mutually share their needs, hopes, ideas and goals.

Objectives and indications of attainment - Students will:

(1) identify where to go for help if they are not doing well in class.

(2) demonstrate the ability to get along with other people and adjust to different situations.

(3) identify the steps in making decisions.

(4) explain the different ways they learn best as needed.

B. Information Processing Skills - those which enable people to gather, analyze and use effectively the data they need to lead successful, productive and personally rewarding lives.

Objectives and indications of attainment - Students will:

(1) identify the skills necessary for getting and keeping a job.

(2) identify strengths and weaknesses which will affect their career goals.

(3) enumerate the steps in making decisions.

(4) demonstrate how to handle situations where drug/alcohol abuse is present.

(5) identify which careers can be satisfying to them.

(6) set realistic goals for themselves.

(7) find and use career information.

(8) identify the different ways they learn best.

C. Personal Enrichment - a process of continuous learning which enables people to expand their physical, intellectual and aesthetic horizons.

Objectives and indications of attainment - Students will:

(1) identify strengths and weaknesses which will effect their career goals.

(2) get along with other people and adjust to different situations.

(3) enumerate the steps in making decisions.

(4) identify which careers can be satisfying to them.

(5) set realistic goals for themselves.

Goal #1 - Counselor Activities. Counselors will:

- conduct group and individual planning activities incorporating information from a range of assessment tools.
- provide information about community resources to assist students in problem solving and goal setting.
- provide individual counseling to assist students in understanding and assuming responsibility for their behavior.
- will provide orientation to students prior to enrollment in programs.
- participate in community activities as a means of reaching and directing potential students.
- refer students to drug/alcohol programs available in the community.
- assist in classroom activities with instructors regarding the different learning styles of students.
- refer students who are not doing well in class to Basic Studies Center.
- assist instructors in decision making exercises with students.
- assist instructor in job finding/job holding skills for students.
- provide career center orientations to individual and or groups of students.

2. GOAL #2, to facilitate personal effectiveness competencies required for social and personal development.

A. Self Esteem - the perception which individuals have of self, based upon an assessment of their interests, abilities, talents and goals.

Objectives and indications of attainment - Students will:

(1) identify strengths and weaknesses which will affect their career goals.

(2) get along with other people and adjust to different situations.

(3) describe the steps in making decisions.

(4) demonstrate how to handle situations where drug/alcohol abuse is present.

B. Human Relations - skills that enable people to function successfully as members of a family, school community, nation and world.

Objectives and indications of attainment - Students will:

(1) identify skills necessary for getting and keeping a job.

(2) identify where to go for help if they are not doing will in class.

(3) get along with other people and adjust to different situations.

C. Health and Development - skills which enable people to require, protect and enhance their physical well-being during the course of a lifetime.

Objectives and indications of attainment - Students will:

(1) get along with other people and adjust to different situations.

(2) identify the steps in making decisions.

(3) demonstrate how to handle situations where drugs/alcohol abuse is present.

(4) will have information on physical and sexual abuse.

Goal #2, Counselor Activities. Counselors will:

- arrange positive self image workshops for students.
- conduct self esteem measurements of students (in selected programs) and identify low self esteem students for follow up counseling.
- provide group counseling on problem solving techniques.
- disseminate information to students on personal development and child care classes available through the college.
- provide information on student services available at the college.
- provide audio visual materials to instructors on the variety of cultural and ethnic differences.
- provide information to students regarding resources available on the use of drugs and alcohol.

3. GOAL #3, to facilitate life role competencies in multiple settings, school, home, work and community.

A. Daily Living - competencies which enable people to cope with the various problems, challenges and opportunities which confront them in the process of living.

Objectives and indications of attainment - Students will:

(1) get along with other people and adjust to different situations.

(2) identify the steps in making decisions.

(3) demonstrate how to handle situations where drug/alcohol is present.

(4) express their thoughts and feelings in an effective manner.

B. Career and Vocational Planning - a process that enables people to gather, analyze and use effectively the information necessary to plan a career.

Objectives and indications of attainment - Students will:

(1) identify the skills necessary for getting and keeping a job.

(2) identify the financial assistance programs that are available to help them reach their educational and career goals.

(3) identify the steps in making decisions.

(4) find and use career information.

C. Employability - having and marketing those skills needed in the world of work.

Objectives and indications of attainment - Students will:

(1) identify the skills for getting and keeping a job.

(2) get along with other people and adjust to different situations.

(3) identify which careers can be satisfying to them.

(4) set realistic goals for themselves.

(5) find and use career information.

Goal #3, Counselor Activities. Counselors will:

- assist in providing information to students on various kinds of financial aid.
- assist instructors in resume preparation, employment interview techniques as it relates to students.
- conduct follow up studies on student placement.
- administer interest inventories to prospective and enrolled students.
- assist in the placement of students who wish to change training programs.
- assist instructors in job seeking and job finding skills for students.
- assist instructors as they explain employer expectations to students.

- orient students to the services of Employment Security.
- screen and refer prospective students.
- implement a career exploration program for Basic Studies students.
- conduct high school visitations.
- assist classroom instructors in the preparation of a unit on family budget planning.

Renton Technical College

TOP 10 STUDENT NEEDS

1. Students need to know the skills necessary for getting and keeping a job.

2. Students need to be aware of the financial assistance that is available to help them reach their educational and career goals.

3. Students need to know where to go for help if they are not doing well in their class.

4. Students need to be able to identify strengths and weaknesses which will effect their career goals.

5. Students need to be able to get along with people and adjust to different situations.

6. Students need to know the steps in making decisions.

7. Students need to know how to handle situations where drug/alcohol abuse are present.

8. Students need to be able to identify which careers can be satisfying to them.

9. Students need to be able to set realistic goals for themselves.

10. Students need to be able to know where to find and how to use career information.

A.2

Renton Technical College has a very diverse student body with respect to ethnic origin, income level, age, and abilities.

Initially, students are offered a workshop on financial aid which details options open to them during their course of study. Options can include scholarships, Pell Grants, work-study, Stafford Loans, and state programs. More than half of our students are on some form of financial aid. (Attachment A2)

Although our students have differing abilities at entry, we have a Basic Studies program, which is tuition free, and allows the student to brush up on skills which will be needed in his/her vocational program, including English as a Second Language. These basic skill labs are in place in Private Industry Council offices, county jails, and agencies serving refugees, in addition to on-campus.

To promote success for women, we have Excel classes, which help prepare women for either choosing a career or preparing to enter the job market. Our Apprenticeships for Nontraditional Employment for Women (ANEW) program prepares low income women to enter the construction trades.

Finally, students with disabilities are accommodated with specialized vocational counseling, adaptive equipment such as magnified print computers, voice activated computers, etc. The chemically dependent are offered vocational training in custodial and horticulture at a special facility.

3. Program Support Services

RTC provides instructional support by providing individualized programs to help students based on their academic need. Among those services are computerized learning modules that progress, based on student answers, to the point that the student needs individual help which is then provided by staff. Volunteer tutors provide specialized individual or small group help. Sign language interpreters are assigned to students that require assistance and tape recorders or note takers are available to students requiring accommodation.

Handicapped and car pool accommodations make access to classrooms and labs as easy as possible. Enhanced bus service to the campus makes getting to school more convenient for students in conjunction with bus passes being provided for some needy students.

The RTC Child Care Center offer reliable and affordable daycare for children of students. The hours are from 7:00 AM to 3:00 PM which gives students a generous amount of time to drop children off before class and pick them up after class. A co -located Employment Security office on campus provides full time and part -time job placement and assistance with employment benefits. The college provides a veterans representative on campus and we have a veterans assistance person in Financial Aid.

B. Collaboration, Articulation, and Communication

1. Family/Parental Involvement and Support

Because at R.T.C. our average age student is 32 the role of parents of our students is substantially less than at the secondary level. However, realizing the importance of parental influene, RTC programs involve collaboration, articulation, and communication with parents and/or families of our potential students, our current or former students, and to our community at large. Two of our programs directly serving parents/families are Evenstart, a free basic skills/English as a Second Language program for parents of at risk school-age children, and our on-going parent education classes. Other kinds of parental involvement include: High school students wishing to enroll in the Running Start progrm meet with the Director of Student Services with their parent(s) as part of the advising process. (See Attachment #B1 A)

As part of our on-going recruitment plan, presentations are made to hundreds of parents of high school students every year as part of "College Night" at local high schools. Our designated Disabled Student Services counselor meets with incoming disabled students and, when appropriate, their parent(s), to plan the students vocational training and any ancillary services. The Financil Aid staff regularly offers financial aid workshops specifically for parents.

2. Faculty/Staff Involvement in Career Guidance and Counseling Program

Faculty play a critical role in RTC's guidance and counseling program. Faculty serve for a period of three years on the Tenure Committee of each counselor, observing their work and influencing their activities during tenure. Counselors also serve on faculty tenure committees.

Having first met with a counselor, potential vocational training enrollees visit program sites and meet directly with the faculty member, who presents a detailed description of their program, a curriculum outline, required prerequisites, placement rates, current employers hiring program grads, hourly wage for new hires, etc. Running Start requires a strong link between student, parent, vocational instructor, and Running Start coordinator. (See Attachment #B2 A)

Enrolled students will receive a comprehensive orientation to the school from their teacher the first day of class. Faculty, because they, along with the student, set up co-op placements where students earn credit for work experience, are, again, directly involved in student counseling and guidance. Faculty also participate in job fairs, career fairs, and community resource fairs often answering questions

about their career (and their program) which can greatly influence a career choice.

Annual New Faculty orientations include introductions of the Counseling staff. Emphasized is the support counselors offer students and instructors. Faculty to counselor communication between Basic Studies and Student Services is facilitated greatly by the use of a Remediation Completion Report form. (See Attachmment #B2 B)

Faculty play a key role in student participation in the student "Brown-Bag Lunch" series. This free series of informal presentations focus on student mental and physical health issues. Often classes are brought by their teacher, or groups of students attend because their teacher recommend they go.

B.3

Intra-agency cooperative agreements: (see attached contracts)

RTC provides support for diverse community needs through intra-agency agreements. For example, we hire and train childcare educators who, in turn, offer training for childcare workers in community daycare centers. In the Renton Senior Citizens center, we offer classes on nutrition to low income seniors, to help them manage proper nutrition on a limited budget. Through our Basic Studies program, we offer ESL and Adult Basic Education to residents of low income housing throughout the area.

Interagency cooperative agreements:

The agencies which work closely with RTC include the YWCA's, the Employment Opportunities Center, Pacific Associates, Asian Counseling and Referral, Central Area Motivation Program, Seattle Conservation Corps, as well as state agencies, such as Vocational Rehabilitation, and Department of Social and Health Services (JOBS program), the Dislocated Worker Program, and other specialized programs, such as Experience Plus, through the state Office of Employment Securities. We cooperate in offering vocational counseling, information on the job market, financial aid, and supportive counseling throughout the program of study, for all of the students from these programs. Assessment of basic skills is assessed by both the agency and our counseling staff, and remediated before or during their education to insure success.

4. Collaboration with Business

The college has had extensive involvement with business and industry for many years as the attachments for 1992/93 and 1993/95 demonstrate. (Attachment #B4 A, B)

The following are especially worth noting:

We collaborate with, and provide training for, the employees of such national and international companies as Firestone, Midas, Subaru and others, including the Boeing Company.

The Business and Office department collaborates on a contract basis with H&R Block to provide income tax preparation classes each Fall quarter. The college also has a collaboration with Puget Sound Multiple Listing Association to provide computerized training to real estate agents and other users of that system. Pre-employment training is provided to beginning travel agents in partnership with Primum Travel.

The RAVEN project is the most ambitious project the college is involved with. This Project involves the designing of a human powered plane and has RTC students from the Electronics, Machine Technology and Health and Fitness programs working on various aspects of the operation. They are working with the Museum of Flight in Seattle and engineers from the Boeing Company. The goal is to have the plane ready for a six hour, 100 mile flight, from the Canadian border to the Puget Sound, by 1997. (Attachment # B4 C)

The college provides trade related instruction to indentured apprentices from 18 trades. (Attachment # B.4.D)

C.1. Institutional Support

The administration of Renton Technical College is very aware of the importance of a strong Student Services Department as shown by the placement of this department under the direct supervision of a vice president that reports directly to the President. (See attachment # C.1.A.) Student Services also does an annual presentation to the Board of Trustees for the college at one of its regular monthly meetings. Throughout the year, the trustees have asked for special reports or have requested specific information concerning students to be prepared and presented by student services staff.

The college has sought special funding to hire additional counseling staff to work with the special Workforce population and a second position to develop a Running Start program during the 1993-1994 school year.

The Workforce position has become a direct link to employers who are downsizing. This gives us the opportunity to offer services directly to their employees.

Running Start is a state mandated program that allows 11th and 12th grade high school students the opportunity to attend postsecondary schools and receive both high school and college credit for work completed at the college. Because of the nature of these programs, we filled these positions with counselors.

C.2. Facilities

Renton Technical College completed a massive building program during the late 1980's. The Campus Center, which houses the Student Services Department, was one of the buildings completed in that process. The Student Services Department actually worked with the architect to design their work area and establish the relationship to other departments within the building. (See Attachment # C.2.A.)

The student services suite is 2,500 square feet of space consisting of eight private, well appointed, 125 square feet offices; a 400 square foot conference room; and 1,000 square feet of secretarial/reception area to receive students and guests. The student services area also shares another 1,500 square feet of common area with the Registration Department since both work so closely with students. Each office has its own computer system and is being tied directly to the student data base for counseling convenience. Each office also has its own telephone line with voice mail.

Although it is not physically located in the Campus Center, the Student Services Department has a 1,000 square foot testing center with private office space and secured storage. Student Services establishes the testing schedule, scores and interprets all assessment instruments for students.

C.3. Financial Support

The Student Services Department receives five percent of Renton Technical College's $16 million dollar annual budget. Expenditures fall into three major categories: Salaries and benefits - 65 %; Public Relations, recruitment, and institutional publications - 30% ; and Supplies, professional development and travel - 5%.

The majority of the Student Services Department dollars comes directly from the state allocation, however, Carl Perkins dollars flow into Student Services to cover special circumstances. Students that are either handicapped or disadvantaged needing a special accommodation or special training equipment qualify for extra dollars. Both Running Start and Workforce generate extra money that can be used by Student Services when needed. (See Attachment # C.3.A.)

Student Services is well cared for financially and only has to justify its needs. Major needs may take one budget cycle before dollars are provided.

C4 Guidance Personnel Qualifications

The professional staffing for the program consists of a Vice President for Students and six counselors. All seven have Masters degrees.

Three of the counselors are registered by the State of Washington in addition to their Vocational Guidance Certification from the State. One of the counselors is a Nationally Certified Rehabilitation Counselor and one of the occupational specialists has a specialization in English as Second Language.

For employment at a Technical College work experience outside the field of education is required for student services personnel. Our staff have had a variety of work exposures including experiences in the following trades and industries; transportation, construction, health, social services, corrections, business management as well as entrepreneurial.

Our staff have memberships in a variety professional organizations. (Attachment # C4) The counseling department is represented on almost on every college committee including accreditation. We also serve on a variety of State level and local educational committees.

Renton Technical College provides its faculty and staff with resources and personal insight into successfully managing their evolving professional lives. The college's counseling staff works collaboratively with the Human Resource staff, and the Professional Development and Tenure committees to assist individuals with understanding career paths and select appropriate strategies from a variety of learning opportunities. A supportive environment is cultivated that helps counselors and faculty identify development needs and approaches for learning.

Inservice training is offered to help employees design a career profile and discover and capitalize on their strengths. Counselors utilize the Faculty Development Plan to develop their mission and goals. Counselors also benefit from campus wide workshops and conferences which include intra and interpersonal skills as well as technical topics. (Attachment C5, A,B) Other opportunities for counselor training include attendance at professional conferences, seminars, workshops, and monthly Faculty Grab Bag sessions.

Renton Technical College's counseling staff represent a rich source of subject matter expertise. They often serve as trainers or job role models for counseling graduate interns. These interns gain on-the-job experience by assisting counseling personnel with presentations to students, assessment, recruitment, and intake. Through campus training courses, employees receive Professional Improvement Units by taking college level and continuing education credit, tuition free. Classes are generally taught by our staff or faculty members from local universities.

C6 Program Evaluation

Program evaluation is multi faceted and is both formal and informal.

The formal evaluations were performed by the team from Northwest Association of Schools and Colleges in the fall of 1993. As you can see from the attached documentation they evaluated the guidance program as a part of the overall Student Personnel Services. (Attachment #C6 A)

Formal evaluation based on observation and overall performance is also a yearly responsibility of the Vice President for Student Services. (Attachment #C6 B)

Informal evaluations occur on both a yearly and on a weekly basis. At the end of each year the guidance staff meets to set goals for the following year and review our progress toward the goals which we set the prior year. Department goals are mutually determined after considerable discussion and we are cognizant of the need to express our goals in terms of measurable outcomes.

Each week the Vice President for Students meets with the guidance staff to review issues which have come up during the previous week and the expertise of the whole group is utilized to resolve the issue. Questions For Community College Counseling Departments, a tool developed by CSDAC (the State Counseling Administrators group) is used as a guide. (Attachment #C6 C)

In 1993 A Student Satisfaction Survey was mailed to the 1991/92 completers/non completers. (Attachment #C6 D)

In 1994 a 28 item Workforce Training Trust Fund Survey was mailed by the State Board to 1323 workforce students enrolled in state colleges. (Attachment #C6 E)

7. Follow up of Program Completers and Non Completers

The follow up of former students, function performed for many years by the counseling staff, is now done by the staff at the State Board for Community and Technical Colleges.

The procedure is as follows:

> At the end of each school year the college transmits to the State a Completer/Leaver report. This report is a listing, by instructional program, of the names and Student Identification Number(SID) of students who have exited the program during the year. (Attachment C7 #A)

The State Board Staff matches the SID numbers of the students with the data base of the following State agencies; Employment Security, Office of Fiscal Management, Systems Management Information System as well as Department of Defense Personnel File and neighboring states data files. The employment status of each student is determined when there is a match with the Employment Security file. Data is then made available to each college through a series of reports. One of the reports (SR4126A Employed Former Students by Educational Attainment By CIP) is attached. (Attachment C7 #B)

In addition to the Completer/Leaver report a separate Placement Report is compiled from data which is gathered from program instructors.

The reports are made available program Administrators and are utilized in the yearly program and instructor evaluation.

SAMPLE FORM

RATING FORM

Applicant: _____

Signature of Reviewer: _____

Date: _____

		Total
Part 1: General Information	2 points possible	_____
Part 2: Demographic Information	8 points possible	_____
Part 3: Program Information	4 points possible	_____
Part 4: Components	86 points possible	_____
A. Career Guidance and Counseling Program Plan		
1. Assisting students/clients to achieve career development competencies		
1.1. Assist students/clients to increase self-knowledge and self-advocacy	11 points possible	_____
1.2. Assist students/clients in educational and occupational exploration	11 points possible	_____
1.3. Assist students/clients in career planning, preparation, and transition	11 points possible	_____
2. Addressing the Needs of Diverse Student Populations	6 points possible	_____
3. Program Support Services	6 points possible	_____
B. Collaboration, Articulation, and Communication		
1. Family/Parental Involvement and Support	5 points possible	_____
2. Faculty/Staff Involvement in Career Guidance and Counseling Program	5 points possible	_____
3. Intra- and Interagency Collaboration	5 points possible	_____
4. Collaboration with Business	5 points possible	_____
C. Institutional Support, Leadership, and Program Evaluation		
1. Institutional Support	3 points possible	_____
2. Facilities	3 points possible	_____
3. Financial Support	3 points possible	_____
4. Guidance Personnel Qualifications	3 points possible	_____
5. Professional Development	3 points possible	_____
6. Program Evaluation	3 points possible	_____
7. Follow-Up of Program Completors and Noncompletors	3 points possible	_____
TOTAL	**100 points possible**	_____

Renton Technical College

BASIC SKILLS:

The test you have taken measures your skills in the areas of writing, reading and arithmetic. These skills are very important in the vocational program you have chosen.

DEGREES AND CERTIFICATES:

In some vocational programs you can earn an Associate of Applied Science Degree. The Associate of Applied Science degree requires you to complete your vocational program plus 20 additional credits in General Education. See the handout on General Educational Degree Requirements. The degree is an option, not a requirement. You earn a Certificate of Completion in a vocational program when you have met the course objectives.

RECOMMENDED SCORES:

To enroll in any of the Certificate programs the recommended minimum Asset scores are as follows:

Writing 35 Reading 35 Numerical Skills 34

To enroll in the English or Math classes for the Associate of Applied Science Degree the required scores are listed on a separate handout. Running Start students should also refer to the separate handout

BASIC STUDIES/ADULT EDUCATION CLASSES:

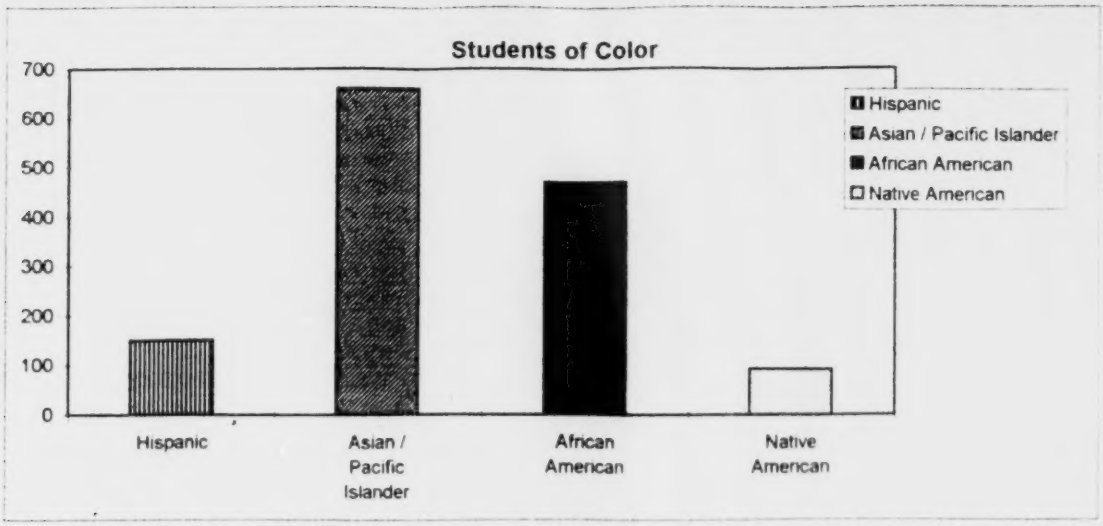
If your Asset scores are less than 35 in Writing, 35 in Reading or 34 in Numerical Skills, we recommend that you begin your program at RTC in one of the classes which are listed in the quarterly schedule under the heading "Basic Studies". Please register for these free classes in the Campus Center Building. On the first day of class, give your Asset Score Report to the instructor. Having your scores in hand enables the instructor to tailor the instruction to fit your needs. Even if you scored well on the Asset you can benefit from the classes.

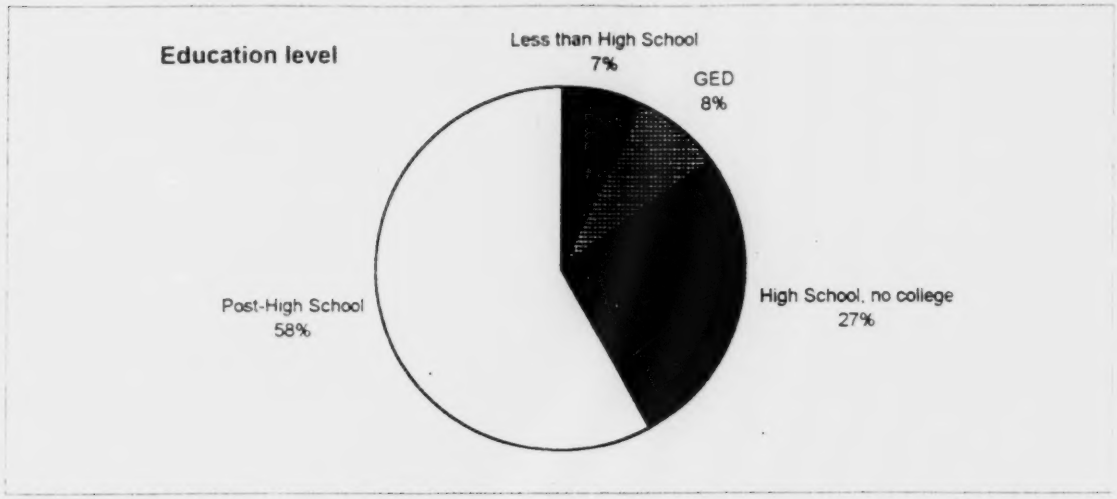
FURTHER INFORMATION:

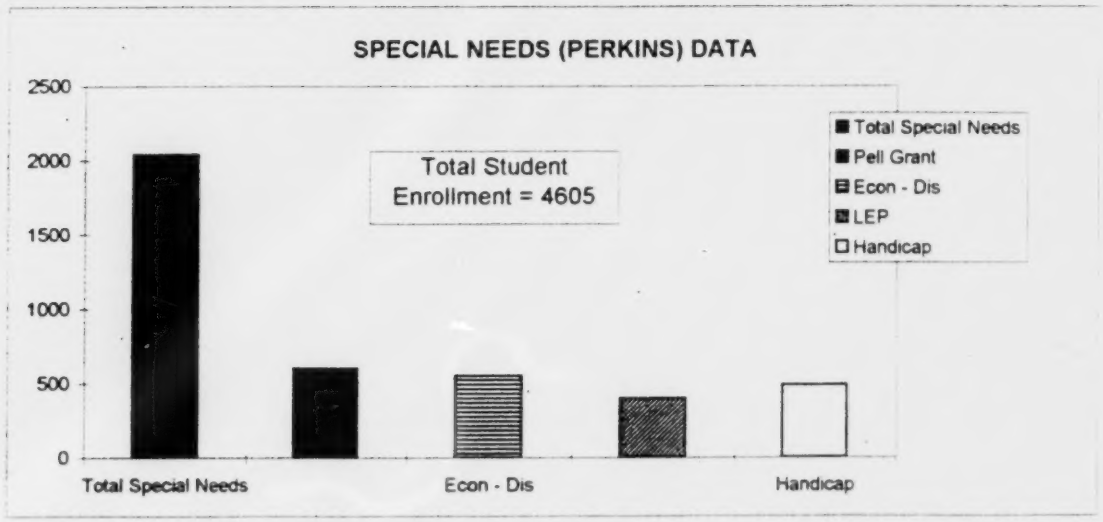
If you have additional questions regarding your Asset scores or program please feel free to call the Counseling Department at 235-5840 and ask to speak to a counselor. If you feel you need a face to face meeting you may set up an appointment with a counselor by calling the same number.

c:wpdocs\ASSET

A.2 Data for Fall, 1993







Renton Technical College

Running Start Enrollment Form

PLEASE PRINT

Student Name _____
Last First Middle

Social Security Number _____ Birth Date _____

Address _____
Number and Street City State Zip Code

Telephone Number _____ Grade Level _____

Sending High School _____ Telephone Number _____

Quarter: _____Summer _____Fall _____Winter _____Spring Year: 19_____

The Renton Technical College courses below have been approved for Running Start:

Renton Technical College Course Name (Math)	Course No. (105)	College Credit (5)	High School Equivalent	High School Credit
Alternate Class(es)				

Total Credits Planned _____

_____
High School Official Date

I have read the information provided regarding the Running Start Program and understand the expectations of college courses and participation in Running Start. I am responsible for the purchase of books, supplies, lab fees, and transportation and for ensuring that courses completed will meet high school graduation requirements. I am responsible for payment of fees for credits in excess of those proved by the high school. Renton Technical College has permission to send a transcript each quarter to my high school.

_____ _____
Student Signature Date Parent Signature Date

Renton Technical College

Running Start

Attendance and Grade Report

Student Name: _____

School District: _____ ***Program:*** _____

Month/Year: _____ ***Quarter:*** _____

# of days attended this month: _____

Comments on student's progress thus far:

_____

_____

_____

Grade(s) to date: _____

Recommendation for Improvement (if any):

_____

_____

_____

Instructor's signature _____

Please return this form to Vicki Howell-Williams, Counseling Office on or before the 1st of each month.

Renton Running Start Program
235-2352 Ext.5840/ voice mail ext. 5714
Mail-stop 78

Renton Technical College

REVIEW COMPLETION

Date: _____

To: Mike Crehan
Counselor

From: _____
Basic Studies Instructor

Re: _____
General Education Student

Having satisfactory completed_____

_____, this stud

may be appropriately placed in_____

_____

Comments:

3000 Northeast Fourth Street • Renton, Washington 98056-4195 • (206) 235-

C

Attachment #B.3.A

CITY OF SEATTLE
DEPARTMENT OF HOUSING AND HUMAN SERVICES
Alaska Building
618 Second Avenue, Sixth Floor
Seattle, Washington 98104-2232

684-0101

Contract No. 2554/92

Term: 1/1/92 - 12/31/92

Amendment No. 1

Dated: 10/15/92

AGENCY SERVICE AGREEMENT AMENDMENT

PROJECT NAME: RTC Child Care Training

CONSULTANT NAME AND ADDRESS:
Renton Technical Institute
3000 Northeast Fourth Street
Renton, Washington 98056

CHANGES:
[X] Scope of Services
[ ] Time of Performance
[X] Contract Budget
[ ] Other

PURPOSE OF AMENDMENT: To delete 414 hours of on-site training and the $9,029 of CDBG funds that were originally intended to pay for the training.

AMEND: **SECTION 200** Compensation — Rate and Maximum. The City shall compensate the Agency for satisfactorily providing the services described in the attached Exhibits, at the following rates:

1,951 hours of on-site training at $25.50 per hour representing 85% of the cost
1,171 hours of on-site training at $22.00 per hour representing 73% of the cost
118 hours of on-site training at $30.00 per hour representing 100% of the cost

up to a maximum amount of Seventy-Nine Thousand Fifty-Two Dollars and No Cents ($79,052.00).

TO READ: SECTION 200. Compensation -- Rate and Maximum. The City shall compensate the Agency for satisfactorily providing the services described in the attached Exhibits, at the following rates:

1,731 hours of on-site training at $25.50 per hour representing 85% of the cost
871 hours of on-site training at $22.00 per hour representing 73% of the cost
224 hours of on-site training or support groups at $30.00 per trainer-hour representing 100% of the cost

up to a maximum amount of Seventy Thousand Twenty-Three Dollars and No Cents ($70,023.00).

AMEND: Exhibit A-1, Statement of Costs, dated 1/1/92 through 12/31/92.

TO READ: See attached Exhibit A-1, Statement of Costs, Amendment #1 dated 10/15/92.

AMEND: Exhibit B, Budget, dated 1/1/92 through 12/31/92.

TO READ: See attached Exhibit B, Budget, Amendment #1 dated 10/15/92.

AMEND: Attachment #1, Contractor's Invoice dated 1/1/92 through 12/31/92.

TO READ: See attached Attachment #1, Contractor's Invoice Amendment #1 dated 10/15/92.

AMEND: Attachment #2, Quarterly Activity Report dated 1/1/92 through 12/31/92.

TO READ: See attached Attachment #2, Quarterly Activity Report Amendment #1 dated 10/15/92.

BEST COPY AVAILABLE

WITNESS WHEREOF, the parties have executed this Amendment to be executed and attested

Agreement
Between
State Of Washington
Renton Technical College

and

The Lighthouse For The Blind, Inc.
DBA
SOS Training Program
2501 South Plum Street
Seattle, Washington 98114

THIS AGREEMENT is made and entered into by and between Renton Technical College, hereinafter referred to as "RTC", and The Lighthouse For The Blind, Inc., hereinafter referred to as "The Lighthouse".

IT IS THE PURPOSE OF THIS CONTRACT to establish an operational relationship between RTC and The Lighthouse in order to jointly offer a vocational-educational program providing training to blind people in service, office and systems skills. This program was developed by The Lighthouse with support and assistance from the Washington State Department of Services for the Blind and is known as the SOS (Service, Office and Systems) Training Program. The objective of the training program is to prepare students for entry-level jobs in customer service and clerical support in private businesses and government agencies. The program will be an official program of both The Lighthouse and RTC and students will have dual enrollment status.

The scope and intent of this program in serving people who are blind considerably exceeds the requirements of regular vocational-educational programs. Similarly, the educational focus of this program considerably exceeds the capacities of ordinary vocational-rehabilitation programs. Areas impacted by the exceptional and unusual requirements of the program

includes the skill and experience of the teacher(s), the adaptation of curriculum and teaching techniques, the type and adaptation of equipment used, entrance and testing procedures, the requirement for student financial aid, program development and capital costs, and the availability of administrative and support services.

IT IS THEREFORE MUTUALLY AGREED:

The Lighthouse and RTC shall collaborate and cooperate in the operation of the SOS program. Within this relationship, the parties shall have the following primary responsibilities and authority:

1. Assignments

The Lighthouse shall :

- Develop a 720-hour curriculum and select and/or develop curricular materials;
- Purchase and maintain classroom equipment, including computer terminals and software;
- Provide all necessary accommodations to students;
- Build and maintain classroom facilities;
- Establish recordkeeping systems and maintain student records;
- Counsel students;
- Provide placement services;
- Provide vocational evaluation, entrance testing, and other rehabilitation services;
- Maintain relationships with state and federal vocational rehabilitation agencies;
- Recruit and maintain an Advisory Board;
- Publicize the program and recruit students;
- Fulfill enrollment goals;
- Hire and pay the salaries, wages, honoraria, and/or employee benefits of any instructors or project staff other than Principal Instructor/Program Manager;
- Receive student fees for their books, supplies and activities;
- Pay all developmental costs of the program, and all operational program expenses other than those specifically assigned to RTC under the terms of this agreement.

RTC shall:

- Secure accreditation, certification and licensing of the program as a vocational-educational program in Washington State;

- Maintain student records and undertake other activities necessary to the enrollment of students as students in the Washington community and technical college system;
- Receive student tuitions and disburse tuition refunds;
- Review federal financial aid applications and administer financial aid grants;
- Pay the salary and employee benefits of the Principal Instructor/Program Manager. Such compensation shall include payment for 180 days of instructional time annually; 5 days of non-instructional time; and a supplemental contract for up to 60 additional days of instructional time; the total not to exceed 245 days;
- Pay costs for instructional materials, supplies, repairs, and other ordinary classroom expenses, not to exceed $ 5,000 annually;
- Appoint a representative to the Advisory Board and participate in its activities.

RTC and The Lighthouse shall jointly:

- Operate the program;
- Establish student entrance requirements;
- Develop and implement registration procedures and program policies, including an appeals and grievance procedure;
- Select and supervise the Principal Instructor/Program Manager;
- Establish requirements and competencies for completion and the granting of certificates to students;
- Grant certificates of completion to graduates.

RTC shall have final approval of the curriculum, course offerings, and granting of credits. The Lighthouse shall have final approval over scheduling and the admission of individual students to the program. Such procedures shall comply with all applicable state and federal regulations and laws.

2. Period of Performance

The period of performance of this agreement shall commence on October 14, 1993 and end on June 30, 1994, unless terminated sooner as provided herein.

9394LIST.XLS

RENTON TECHNICAL COLLEGE CUSTOMIZED JOB TRAINING 1993-94			
COMPANY/AGENCY	STUDENT DESCRIPTION*	TRAINING CATEGORY**	CLASS TITLE
ASA of Washington	A	II	ASA Seminars
ASNT (Amer. Soc. for Nondestructive Testing)	A	II	Overview of NDT
Boeing	A	II	A-B PLC-5, Part Programmable Logic Controllers
Boeing	A	II	Electrical Update Series Basic Theory
Century Maintenance Supply	A	II	Water Heater Installation & Service
Century Maintenance Supply	A	II	Electric Heater Repair
Century Maintenance Supply	A	II	Lock Keying & Mastering
Century Maintenance Supply	A	II	Electric Heater Repair
Firestone	A	II	Automotive Service Sales
Firestone	A	II	Understanding Paradigm
Hunter Engineering	A	II	Basic Alignment
Hunter Engineering	A	II	Advanced Alignment
Kenworth	A	I	Material Handling Pre-Employment Training
Kenworth	A	I	Material Handling Pre-Employment Training
King County Child Care	A	II	On-Site Child Care Training
King County Child Care	A	II	AntiBias Curriculum
King County Child Care	A	II	Special Needs Children
King County Child Care	A	II	Supporting Providers to the Homeless
Midas	A	II	Intermediate Brakes #1804
Midas	A	II	Steering & Suspension #2801
Midas	A	II	Wheel Alignment Svc Proc #2804
Midas	A	II	Shop Maintenance & Improving Profitability
Midas	A	II	Brake Diagnosis Procedures
Midas	A	II	Front Wheel Drive Rotor Service
Midas	A	II	ASE Preparation
Midas	A	II	ABS Electronics
MOOG	A	II	MOOG Super Clinic
Northwest Technical Products	A	II	CAM Advanced Operation
Oregon Inst. of Technology	A	II	Advanced Cadastral Survey
Pacific NW Society for Coatings Technology	A	II	Basic Coating for Sales & Marketing Personnel
Precision Tune	A	II	Learning About Hazardous Waste
PSMLA (Puget Sound Multiple Listing Assn)		II	Listing Input (LIP)
Puget Sound Multiple Listing Association Inc (PSMLA)	A	II	Essentials of Super-Trieve Level I
Subaru	A	II	Suspensions #503
Subaru	A	II	Steering #502
Subaru	A	II	Brakes #501
Subaru	A	II	SCVT #303
Subaru	A	II	Three-Speed Automatic Transmission

*A-Current Employee; B-Current Employed Supervisors; C-Past Employees on Rehire List; D-Member Employee and Other Personnel; E-Business Associates; F-Potential Employee

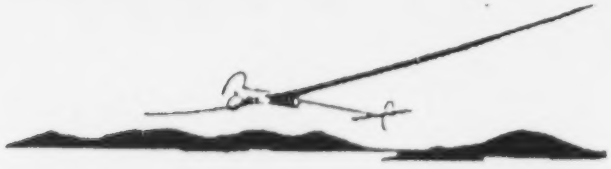
**I-Pre-training or Preparatory; II-Upgrading or Supplemental; III-Retraining

All companies are listed; not all classes are listed

RENTON TECHNICAL COLLEGE
CUSTOMIZED JOB TRAINING
1992-93

COMPANIES/ASSOC.	STUDENT DESCRIPTION*	TRAINING CATEGORY**	CLASS DESCRIPTION
Precision Tune	A	II	Sales Management and Other Classes
P.S. Motorcycle Education	A	II	Motorcycle Rider Course and Other Classes
Operating Engineers	A	II	Grade 2 Boiler Class
Midas	A	II	Antilock Brake System Repair and Other Classes
Hardware Wholesalers, Inc.	A	II	Plumbing Workshop
Subaru	A	II	Single Point Injection & Others and Other Classes
The Alliance	A	II	Effective Business Writing and Other Classes
Kenworth	A	II	Painter Upgrade Training and Other Classes
Firestone	A	II	Chassis/Steering/Suspension/ Driveline Service and Other Classes
American Society of Civil Engineers (ASCE)	A	II	Hec-1 Modeling
Plumbers Apprenticeship	A	II	Intermediate CAD (CAD II)
Boeing	A	II	Industrial Process Control I and Other Classes
RTC Staff	A	II	Various Computer Classes
City of Renton	A	II	Customer Service Workshop and Other Classes
McMurphy & Parks	A	II	Light - CAD
Autodesk	A	II	Autocade Certification and Other Classes
FAA	A	II	Various Computer Classes
Century Maintenance Supply	A	II	Basic Electricity and Other Classes
Ingersol-Rand Corp.	A	II	AC Motor Controls
Furon	A	II	Basic Shop Math and Other Classes

The RAVEN Project



Industry and Education Building Together

A World Record Human-Powered Airplane

In cooperation with the Museum of Flight, Seattle, Washington

The RAVEN Project is...

A growing group of 6 schools, 5 professionals societies and many volunteers from around the Puget Sound region.

Building the world's most efficient human-powered airplane to capture the world records for distance and duration.

Led by industry professionals guiding interdisciplinary teams of students and volunteers.

WE ARE offering...

MENTORSHIPS, TECHNICAL CHALLENGES, EXPOSURE TO INDUSTRY, NEW FUN & FRIENDSHIPS, A PLACE IN HISTORY

In the winter of 1997, the world will be watching as the RAVEN airplane completes its historic 100 mile journey in a dramatic flyby of Pier 58 on the Seattle waterfront.

PROJECT TECHNOLOGIES

- Fiber optic lines to the control surfaces.
- On-board computer for heading and altitude control.
- Fuzzy logic control laws.
- Composite construction using state-of-the-art materials.
- Electro-mechanical actuators for control surfaces.
- Energy systems for computer, controls, and sensors.
- Computational fluid dynamic analysis.
- Pilot training on real time simulations.
- Bio-mechanical research for pilot performance.
- Meteorological research on flight paths and times.
- Instrumentation selection.

For more Information or to JOIN the RAVEN team, please contact:

The *RAVEN* Project
8500 Perimeter Rd S.
Seattle, WA 98108

Heather Costantino
Program Manager
(206)237-7621

OR

Paul Illian
Chief Engineer
(206)393-4978

JOIN US TODAY!

RAVEN SPECIFICATIONS

RANGE:	100 miles
SPAN:	115 ft
LENGTH:	30 ft
HEIGHT:	10 ft
POWER:	0.25 hp
WEIGHT:	
Empty	75 lb.
Gross	245 lb.
SPEED:	
cruise	20 mph
stall	15 mph
PILOT:	
To be determined	

DATE: 12/28/94 - Proof #1
DATE: 3/19/95 - Proof #2
DATE: 4/10/95 - Proof #3

APPRENTICESHIP & TRAINEE RELATED PROGRAMS

Attachment #B.4.D

Renton Technical College cooperates with 11 Joint Apprenticeship Training Committees (JATC) in making classes available for apprentices in 18 trades.

Information on admission to the following programs can be obtained from the Washington State Apprenticeship Council offices (206) 596-3931, or the specific Joint Apprenticeship and Training Committees:

BALL GLASS CONTAINER, INC. APPRENTICESHIP

Jaime Havarro
5801 E. Marginal Way S.
Seattle, WA 98134
762-0660

	RELATED INSTRUCTION HOURS PER YEAR
Maintenance Mechanic/Repairer	144 hrs +

BOEING APPRENTICESHIP

Doug George
PO Box 3707 M/S 62-AH
Seattle, WA 98124-2207
393-1087

Jig & Fixture Builder	160 hrs +
Machinist	160 hrs +
Maintenance Machinist	160 hrs +
Model Maker	160 hrs +
Numerical Control Spar Mill Operator	160 hrs +
Tool & Cutter Grinder	160 hrs +
Tool & Die Maker	160 hrs +
Tooling Inspector	160 hrs +

BOILERMAKERS APPRENTICESHIP

Al Black
Renton Technical College
3000 NE Fourth Street, Bldg F
Renton, WA 98056-4195
235-2483

Boilermaker	180 hrs +

CARPENTERS APPRENTICESHIP

Ric Mercer
Renton Technical College
3000 NE Fourth Street, Bldg L
Renton, WA 98056-4195
228-4791

Carpenter	160 hrs +

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WED, JAN 11, 1995, 9:31 AM
ACADEMIC YEAR 1992-93

270 RENTON TECHNICAL COLLEGE
VOCATIONAL OUTCOMES STUDENT FOLLOWUP
EMPLOYED FORMER STUDENTS BY EDUCATIONAL ATTAINMENT BY CIP

RUN VERSION

CIP	TITLE	TOTAL EMPLOYED (TE) #	EMPLOYED IN INDUSTRIES RELATED TO TRAINING #	EMPLOYED IN INDUSTRIES RELATED TO TRAINING % OF TE	PROGRAM COMPLETERS: DEGREE #	DEGREE - RELATED TO TRAINING #	DEGREE - RELATED TO TRAINING %	PROGRAM COMPLETERS: CERTIFICATES #	CERTIFICATES - RELATED TO TRAINING #	CERTIFICATES - RELATED TO TRAINING %	TOTAL #	TOTAL % OF TOTAL EMPLOYED
02 HEALTH RELATED												
51.0601	DENTAL ASSISTANT	31	30	96.8 %	0	0	0 %	28	27	96.4 %	28	90.3 %
51.0705	MEDICAL OFFICE RECPT/MGMNT	19	7	36.8 %	0	0	0 %	12	7	58.3 %	12	63.2 %
51.0708	MEDICAL TRANSCRIPTION	6	2	33.3 %	0	0	0 %	4	1	25.0 %	4	66.7 %
51.0805	PHARMACY TECHNICIAN/ASST	21	20	95.2 %	0	0	0 %	18	18	100.0 %	18	85.7 %
51.0909	SURGICAL/OPERATING RM TECH	11	7	63.6 %	0	0	0 %	10	7	70.0 %	10	90.9 %
51.1613	PRACTICAL NURSING	25	25	100.0 %	0	0	0 %	18	18	100.0 %	18	72.0 %
51.1614	NURSING ASSISTANT	70	52	74.3 %	0	0	0 %	64	48	75.0 %	64	91.4 %
	SUBTOTAL	183	143	78.1 %	0	0	0 %	154	126	81.8 %	154	84.2 %
03 OTHER PROFESSIONAL												
11.0301	DATA PROCESSING	10	9	90.0 %	0	0	0 %	3	2	66.7 %	3	30.0 %
15.0201	CIVIL ENGINEERING TECH	1	1	100.0 %	0	0	0 %	0	0	0 %	0	0 %
48.0101	DRAFTING	24	14	58.3 %	0	0	0 %	17	9	52.9 %	17	70.8 %
52.0302	ACCOUNTING TECHNICIAN	14	14	100.0 %	0	0	0 %	9	9	100.0 %	9	64.3 %
	SUBTOTAL	49	38	77.6 %	0	0	0 %	29	20	69.0 %	29	59.2 %
04 SALES												
08.0102	FASHION MERCHANDISING	10	10	100.0 %	0	0	0 %	7	7	100.0 %	7	70.0 %
08.0792	SERVICE REPRESENTATIVE	19	12	63.2 %	0	0	0 %	17	10	58.8 %	17	89.5 %
08.1197	WAREHOUSE SERVICE & MARKET	5	5	100.0 %	0	0	0 %	5	5	100.0 %	5	100.0 %
08.1203	PARTS/ACCESSORIES MERCHMD	2	2	100.0 %	0	0	0 %	0	0	0 %	0	0 %
	SUBTOTAL	36	29	80.6 %	0	0	0 %	29	22	75.9 %	29	80.6 %
06 ADMINISTRATIVE SUPPORT (CLERICAL)												
52.0204	SECRETARIAL & OFFICE MGMNT	10	5	50.0 %	0	0	0 %	8	4	50.0 %	8	80.0 %
52.0398	BOOKKEEPING	4	3	75.0 %	0	0	0 %	0	0	0 %	0	0 %
52.0401	SECRETARY	3	3	100.0 %	0	0	0 %	1	1	100.0 %	1	33.3 %
52.0403	LEGAL ADMIN ASST/SECRETARY	7	2	28.6 %	0	0	0 %	4	2	50.0 %	4	57.1 %
52.0404	MED ADMIN/ASST SECRETARY	1	1	100.0 %	0	0	0 %	1	1	100.0 %	1	100.0 %
52.0406	RECEPTIONIST	40	37	92.5 %	0	0	0 %	29	27	93.1 %	29	72.5 %
52.0407	INFORMATION DATA ENTRY	22	20	90.9 %	0	0	0 %	17	15	88.2 %	17	77.3 %
52.0485	WORD PROCESSING	10	9	90.0 %	0	0	0 %	9	8	88.9 %	9	90.0 %
52.0489	GENERAL OFFICE/CLERICAL	2	2	100.0 %	0	0	0 %	1	1	100.0 %	1	50.0 %
52.0898	TELLER TRAINING	31	20	64.5 %	0	0	0 %	31	20	64.5 %	31	100.0 %
	SUBTOTAL	130	102	78.5 %	0	0	0 %	101	79	78.2 %	101	77.7 %

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270 AKRON TECHNICAL COLLEGE
VOCATIONAL OUTCOMES STUDENT FOLLOWUP
EMPLOYED FORMER STUDENTS BY EDUCATIONAL ATTAINMENT BY CIP

RUN VERSION

CIP	TITLE	TOTAL EMPLOYED (TE) #	EMPLOYED IN INDUSTRIES RELATED TO TRAINING #	EMPLOYED IN INDUSTRIES RELATED TO TRAINING % OF TE	PROGRAM COMPLETERS DEGREE #	DEGREE RELATED TO TRAINING #	DEGREE RELATED TO TRAINING %	CERTIFICATES #	CERTIFICATES RELATED TO TRAINING #	CERTIFICATES RELATED TO TRAINING %	TOTAL #	TOTAL % OF TOTAL EMPLOYED
07 SERVICE OCCUPATIONS												
09 0597	EMERGENCY DISPATCHER	8	4	50.0 %	0	0	0 %	7	3	42.9 %	7	87.5 %
12 0403	COSMETOLOGY	21	16	76.2 %	0	0	0 %	16	12	75.0 %	16	76.2 %
12 0498	MANICURIST	15	6	40.0 %	0	0	0 %	14	6	42.9 %	14	93.3 %
12 0501	BAKER/PASTRY CHEF	8	7	87.5 %	0	0	0 %	4	3	75.0 %	4	50.0 %
12 0503	CULINARY ARTS/CHEF TRAIN	16	13	81.3 %	0	0	0 %	7	6	85.7 %	7	43.8 %
13 1501	TEACHER ASSISTING	17	15	88.2 %	0	0	0 %	16	15	93.8 %	16	94.1 %
20 0201	CARE & GUIDE OF CHILDREN	9	9	100.0 %	0	0	0 %	6	6	100.0 %	6	66.7 %
31 0504	SPORTS TRAINING ASSISTING	9	6	66.7 %	0	0	0 %	8	6	75.0 %	8	88.9 %
	SUBTOTAL	103	76	73.8 %	0	0	0 %	78	57	73.1 %	78	75.7 %
08 REPAIR/MECH/PRECISION TOOLS/CONSTRU												
46 9998	JOB SKILLS FOR CONST TRADE	25	6	24.0 %	0	0	0 %	22	5	22.7 %	22	88.0 %
47 0102	OFFICE MACHINE REPAIR	2	1	50.0 %	0	0	0 %	1	0	.0 %	1	50.0 %
47 0103	COMMUNICATIONS ELECTRONIC	10	9	90.0 %	0	0	0 %	10	9	90.0 %	10	100.0 %
47 0106	APPLIANCE REPAIR	17	13	76.5 %	0	0	0 %	11	10	90.9 %	11	64.7 %
47 0404	MUS-BAND INSTR SVCS & RPR	6	5	83.3 %	0	0	0 %	4	4	100.0 %	4	66.7 %
47 0603	AUTO BODY REBLD & REFIN	9	9	100.0 %	0	0	0 %	2	2	100.0 %	2	22.2 %
47 0604	AUTO MECHANICS	31	28	90.3 %	0	0	0 %	25	24	96.0 %	25	80.6 %
48 0501	MACHINIST/MACHINE TECH	15	15	100.0 %	0	0	0 %	3	3	100.0 %	3	20.0 %
48 0508	WELDING/BRAZING/SOLDERING	17	13	76.5 %	0	0	0 %	7	6	85.7 %	7	41.2 %
	SUBTOTAL	132	99	75.0 %	0	0	0 %	85	63	74.1 %	85	64.4 %
09 TECHNICAL/PROFESSIONAL												
15 1102	SURVEYING & MAPPING TECH	10	5	50.0 %	0	0	0 %	8	5	62.5 %	8	80.0 %
	SUBTOTAL	10	5	50.0 %	0	0	0 %	8	5	62.5 %	8	80.0 %
10 TECHNICAL/TRADES												
15 0303	ELECTRONICS TECHNOLOGY	40	34	85.0 %	0	0	0 %	8	5	62.5 %	8	20.0 %
15 0402	COMPUTER SERVICE TECH	9	7	77.8 %	0	0	0 %	9	7	77.8 %	9	100.0 %
48 9997	ELECTRONICS ASSEMBLY	16	14	87.5 %	0	0	0 %	13	12	92.3 %	13	81.3 %
	SUBTOTAL	65	55	84.6 %	0	0	0 %	30	24	80.0 %	30	46.2 %
	TOTAL	708	547	77.3 %	0	0	0 %	514	396	77.0 %	514	72.6 %

270 RENTON TECHNICAL COLLEGE
VOCATIONAL OUTCOMES STUDENT FOLLOWUP
EMPLOYED FORMER STUDENTS BY EDUCATIONAL ATTAINMENT BY INDUSTRY

RUN VERSION:

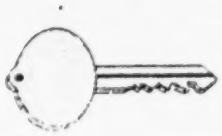
	TOTAL EMPLOYED (TE) #	EMPLOYED IN INDUSTRIES RELATED TO TRAINING #	EMPLOYED IN INDUSTRIES RELATED TO TRAINING % OF TE	PROGRAM COMPLETERS - DEGREE #	PROGRAM COMPLETERS - DEGREE % OF TE	PROGRAM COMPLETERS - CERTIFICATES #	PROGRAM COMPLETERS - CERTIFICATES % OF TE	COURSE COMPLETERS - 45+ CREDITS #	COURSE COMPLETERS - 45+ CREDITS % OF TE	COURSE COMPLETERS - 45 CREDITS #	COURSE COMPLETERS - 45 CREDITS % OF TE
TOTAL	708	547	77.3 %	0	0 %	514	72.6 %	24	3.4 %	170	24.0 %
BY INDUSTRY											
LARGE FIRMS, 250+	470	365	77.7 %	0	0 %	339	72.1 %	17	3.6 %	114	24.3 %
MEDIUM FIRMS, 20-249	76	62	81.6 %	0	0 %	51	67.1 %	2	2.6 %	23	30.3 %
SMALL FIRMS, 1-19	162	120	74.1 %	0	0 %	124	76.5 %	5	3.1 %	33	20.4 %
A1 AGRICULTURAL PRODUCTION CROPS	4	0	0 %	0	0 %	3	75.0 %	0	0 %	1	25.0 %
C3 CONSTRUCTION	20	13	65.0 %	0	0 %	14	70.0 %	0	0 %	6	30.0 %
D4 MANUFACTURING	58	46	79.3 %	0	0 %	38	65.5 %	0	0 %	20	34.5 %
E5 TRANSPORTATION & PUBLIC UTILIT	27	9	33.3 %	0	0 %	18	66.7 %	0	0 %	9	33.3 %
F6 WHOLESALE TRADE	52	43	82.7 %	0	0 %	31	59.6 %	0	0 %	21	40.4 %
G7 RETAIL TRADE	170	134	78.8 %	0	0 %	109	64.1 %	11	6.5 %	50	29.4 %
H8 FINANCE, INSURANCE, & REAL EST	43	21	48.8 %	0	0 %	38	88.4 %	0	0 %	5	11.6 %
I9 SERVICES	319	281	88.1 %	0	0 %	249	78.1 %	13	4.1 %	57	17.9 %
J0 GOVERNMENT	15	0	0 %	0	0 %	14	93.3 %	0	0 %	1	6.7 %

Professional Associations

Washington State Vocational Association
Washington Council on High school College Relations
Puget sound Career Development Association
Counseling and Student Development Administration Council
Pacific Northwest Association for Institutional Research and Planning
Technical College Asset Committee
Washington State Counseling Association
Multi Cultural Counseling Association
National Association of Occupational Education
Washington Association of Vocational Education: Special Needs
Washington Association on Post Secondary Education and Disability.

OFFICE OF CURRICULUM AND PROFESSIONAL DEVELOPMENT
RENTON TECHNICAL COLLEGE BUILDING J-201 206) 235-2434

)95 Communications Inservice Thursday Series Presents:
Session #1



COMMUNICATION COMPETENCIES FOR THE WORKPLACE

PRESENTED BY ANNALEE LUHMAN, PH.D

Annalee Luhman is Principal of the Bellevue-based firm **COMMUNICATION DYNAMICS** where she provides consultation, training, and coaching to corporations and individuals on management and employee communication, planning and teambuilding, and change. She also teaches "Communicating Professionally", "Effective Presentations", and "negotiations and Persuasion" for the University of Washington's Extension program.

"Each accumulated twenty hours of
professional and preapproved
participation in activities, such as
conferences, seminars, workshops,
or symposiums shall be equal to 1.0
professional improvement unit. You
will earn .5 PIU credit for attending
all sessions.

DATE: MAY 25, 1995 **TIME: 300 - 5:00 PM** **BLDG. H-105**

The goal of this workshop is to review core oral communication competencies for the workplace and to choose three short skill practice modules form the list, that is: (1) expressing yourself clearly and powerfully; (2) thinking on your feet; and (3) conversation skill practice.

Topics covered:

- basic terms
- importance of communication skills to careers
- goals of effective communication
- the role of "face" in presenting oneself
- the elements of contributing to "successful communication"
- skill practice and goal setting

20 hours = 1 P.I.U. Credit
2 hours = .1 P.I.U. Credit
All Sessions Total 10 hours = .5 P.I.U.

COMMUNICATION COMPETENCIES FOR THE WORKPLACE

RENTON TECHNICAL COLLEGE
CERTIFICATION RENEWAL

APPLICANT NAME_____ DATE_____

SUBJECT/PROGRAM_____

STANDARDS: SPI_____ TECHNICAL COLLEGE_____

CERTIFICATE REQUESTED

COUNSEL____ TEACH____ DIRECT____ SUPERVISE____

ONE YEAR INITIAL____ ONE YEAR RENEWAL____

THREE YEAR____ FIVE YEAR____ FIVE YEAR RENEWAL____

PREPARATORY____ SUPPLEMENTAL____

ADMINISTRATIVE RECOMMENDATION:_____ DATE_____

ADVISORY COMMITTEE ENDORSEMENT:_____ DATE_____

ENCLOSE A COPY OF YOUR CURRENT FIRST AID/CPR CARD

NOTE:

1. All full-time instructors,counselors and librarians hired by a technical college are required to have on file a professional improvement plan as specified in WAC 131-16-092 through 131-16-094.

2. Technical college instructors,counselors and librarians employed in 1990 may have their certification renewed under SPI requirements until September 1, 1996. On that date all personnel must be certified under the standards expressed in WAC 131-16-070 through WAC 131-16-095.

3. Instructors,counselors and librarians hired after 9-1-91 are required to certify under WAC 131-16-070 through WAC 131-16-095. Please work with your Associate Dean in meeting these requirements.

PROFESSIONAL TRAINING AND IMPROVEMENT RECORD

LIST APPROVED TRAINING CREDIT AND UNITS EARNED SINCE THE ISSUANCE OF YOUR LAST CERTIFICATE.

COURSE #	CLASS/ACTIVITY	PROVIDER (SCHOOL)	DATE COMP	CREDITS	CLOCK HRS.	ADMIN OK
		TOTAL				

SUBMIT VERIFICATION OF YOUR COMPLETION OF ALL APPROVED TRAINING AND ACTIVITY AND COPIES OF ALL TRANSCRIPTS WHICH RECORD COURSES OF CREDIT COMPLETED.

I certify (or declare) under penalty of perjury under the laws of the state of Washington that the foregoing is true and correct.

Signature of Applicant _____ Date _____

STUDENT PERSONNEL SERVICES

Introduction

The Student Services program at Renton Technical College provides a variety of standard services to students. These services are centrally located in a well designed, attractive facility which creates a pleasant environment for staff and students. The close proximity of services including counseling, financial aid, and registration provides convenient access for students and promotes good communication among the different divisions.

Student Services staff have needed computers and supplies and the funding level appears to be adequate.

Administration

The Vice President of Student Services supervises most of the services generally associated with Student Services programs including counseling, financial aid, public information, and occupational information. Other elements of the Student Services program including the Bookstore, Admissions and Registration Services, and special projects are supervised by the Vice President of Finance and Administration.

Although the administrative structure of the Student Services program at Renton Technical College is not typical of other community and technical colleges, the existing system is satisfactory. All elements of the Student Services program work well together. Administrators, faculty, and staff cooperate and meet together. The Vice President of Finance and Administration frequently attends Student Services meetings and the Vice President of Student Services is welcomed at administrative meetings.

Formal opportunities for faculty and student participation in the administration of the Student Services program is somewhat limited. No official student body organization exists at Renton Technical College although a Student Advisory Committee is in place. This committee, which includes student representatives from all program areas, meets monthly with the Vice President of Student Services. Minutes from the meetings document student input. Administrative response to student recommendations reflects respect for student concerns.

The College publishes a student rights and responsibilities handbook which outlines student expectations. Students also receive a student agreement document in their registration packet. Student grievance procedures and appeal procedures are published and meet established standards.

Student personnel staff at Renton Technical College have access to professional development opportunities including "Back to Industry" opportunities. Tuition waivers are also available.

Admissions and Registration

Renton Technical College admission and registration functions are combined in the office of the Registrar. Admission to Renton Technical College is strictly "first come, first served." Registration results in admission so the registration function is extremely important.

Records are maintained in an orderly, secure fashion and backup records are stored in a separate location.

Changing from a technical institute to a college and a new, more sophisticated computer system have created additional work in the registration office. Once the transition is complete the office will be more efficient and some functions, including transcripts, which are currently done by hand, will be automated.

The Registrar has extensive experience at Renton Technical College and has participated in many statewide registration workshops. However, the Registrar's staff will need continuing education opportunities to assure that they have the expertise needed to accommodate the change to a technical college.

Student Orientation

No formal orientation program exists at Renton Technical College and most student orientation is completed in classroom settings by the instructors. Instructors are assisted in this endeavor by occupational information specialists who visit each program every semester.

The unique nature of the programs at Renton Technical College and the non-traditional student body make traditional orientations ineffective.

While additional orientation activities, including videos, should be explored, current efforts are adequate.

Advising, Counseling, and Testing

Renton Technical College students and staff benefit from experienced, qualified, and dedicated counselors and occupational information specialists. The student load for counselors is large and it appears that additional counseling staff members are needed.

Renton Technical College currently administers the ASSET to all students entering full-time programs and to those students enrolling in general education classes. Minimum ASSET test scores for entrance into specific programs have not yet been established.

Student Services programs are evaluated by the Vice President of Student Services. No student evaluation of these services is in place.

RENTON TECHNICAL COLLEGE
TENURED SUPPORT STAFF
EVALUATION

Name _____ Evaluation Period from _____ to _____

Department _____ Position Title _____

The evaluator is responsible for completing evaluation comments on the following criteria utilizing appropriate indicators.

1. Criteria C, D, G, I. (Professional preparation and scholarship, effort toward improvement when needed, knowledge of subject matter, and specialized skills.) Comments required.

2. Criteria E, H, J, K, L.
Performance degree: Evaluated in terms of what reasonably should be expected of a well trained individual.

Key: Circle the appropriate number.
5. Outstanding in all respects; can serve as a role model.
4. Above average, exceeds expectations; provides extra effort; shows superior ability on continuing basis.
3. Average, meets standard expectations.
2. Below average, does not meet expectations; efforts sporadic or unfocused.
1. Critical, requires immediate substantive improvement.

E. Handling of Student Discipline and Attendance Problems	5	4	3	2	1
H. Knowledge and Scholarship in Special Field	5	4	3	2	1
J. Management of Special and Technical Environment	5	4	3	2	1
K. Professional Preparation	5	4	3	2	1
L. Involvement in Assisting Pupils, Parents, and Instructional Personnel	5	4	3	2	1

Comments/critique on Criteria E, H, J, K, L.

Questions for Community College Counseling Departments

1. What business are we in? What business would it be useful for us to think we are in? (From ***Megatrends***, by John Naisbitt)

2. Are we considered an ancillary service, or are we part of the heart and fiber of the institution?

3. Do we have a definable program, or do we provide services on an "as needed" basis?

4. Do we work with individuals mainly one-on-one, or do we provide a variety of group and classroom services?

5. What set of assumptions led to our being organized/structured as we are?

6. How are we viewed by students? By instructional staff? By administrators?

7. How are we connected to the instructional program?

8. How does our program reflect the changing needs of students? Do we have a clear idea of what these needs are?

9. How does the mission/philosophy of the department reflect that of the institution?

10. Can we document what difference we make in the lives of our students, or in the climate of the institution?

11. To what degree are we part of the competency/performance movement in education?

12. What is the current role of the counseling department in educational/career planning? What might it be?

Renton Technical College

April 12,1993

Dear Former Student:

As President of Renton Technical College, I rely on my administrators, faculty and support staff to provide the best vocational training that is available. I am now relying on you to let me know how we are doing.

A one page questionnaire is enclosed to enable you to communicate this information to me. Please fill out this questionnaire as completely as you can and return it in the enclosed self addressed stamped envelope.

Feel free to use the back of the questionnaire if you wish to make any comments. Confidentiality is guaranteed.

Sincerely yours,

Dr. Robert C.Roberts,
President

Enclosure
:fb

formerly Renton Vocational Technical Institute
3000 Northeast Fourth Street • Renton, WA 98056-4195 • 206-235-2352

RENTON TECHNICAL COLLEGE (RTC)
STUDENT SATISFACTION SURVEY
1991/92 GRADUATES

Directions: Please check (x) for each question as it applies to you.

1. To what extent have you met your objective while enrolled at the college?

   Met completely [183] Met partially [99] Met not at all [42]

2. How satisfied were you with the job placement assistance you received from your program?

Completely satisfied	[116]	Somewhat satisfied	[69]
Not satisfied	[59]	Very unsatisfied	[42]

3. Did your enrollment at RTC make you more employable?

Yes	[243]	No	[74]

4. Compare your current job earnings to your earnings before you enrolled in your training program at the college. Are your earnings today ....?

A lot more than before	[88]	Somewhat more	[79]
The same	[69]	Less than before	[10]
A lot less than before	[37]		

5. The technical colleges assist students with work related skills. Please rate how satisfied you are with the instruction you have received in the following areas. (5 is the most satisfied, 1 the least satisfied. Circle your answer)

	1	2	3	4	5
ability to work with others	20	16	59	67	143
ability to adapt to change on the job	22	24	53	64	142
reasoning and problem solving skills	21	15	41	96	133
ability to speak effectively	25	32	59	83	101
ability to write effectively	27	28	70	86	89
math skills	35	29	49	78	104
direct job skills and concepts	25	25	32	68	160

6. What is your overall rating of the training you have received?

Excellent	[119]	Very good	[71]
Good	[79]	Average	[30]
Poor	[27]		

7. Please indicate which of the following describes you?

Completed program	[277]
Did not complete but left with skill	[30]
Did not complete program	[22]

Evaluation of the College

Selected Questions

Students Enrolled in Winter 1994

Row: Q-10. If you were laid-off again, would you choose training at this college?

		YES	NO	UNCERTAIN	Total
Peninsula		1	0	0	1
	Row%	100%	0%	0%	100%
Grays Harbor		35	5	10	50
	Row%	70%	10%	20%	100%
Olympic		36	2	13	51
	Row%	71%	4%	25%	100%
Skagit Valley		25	0	3	28
	Row%	89%	0%	11%	100%
Everett		63	4	18	85
	Row%	74%	5%	21%	100%
Seattle Central		61	3	19	83
	Row%	73%	4%	23%	100%
North Seattle		3	0	3	6
	Row%	50%	0%	50%	100%
South Seattle		0	0	0	0
	Row%	0%	0%	0%	0%
Shoreline		31	3	4	38
	Row%	82%	8%	11%	100%
Bellevue		19	2	3	24
	Row%	79%	8%	13%	100%
Highline		15	1	6	22
	Row%	68%	5%	27%	100%
Green River		29	2	6	37
	Row%	78%	5%	16%	100%
Pierce		21	1	2	24
	Row%	88%	4%	8%	100%
Centralia		13	3	10	26
	Row%	50%	12%	38%	100%
Lower Columbia		12	0	1	13
	Row%	92%	0%	8%	100%
Clark		6	0	1	7
	Row%	86%	0%	14%	100%
Wenatchee Valley		4	0	0	4
	Row%	100%	0%	0%	100%

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Yakima Valley	31	1	6	38
Row%	82%	3%	16%	100%
Spokane	15	0	3	18
Row%	83%	0%	17%	100%
Spokane Falls	1	0	1	2
Row%	50%	0%	50%	100%
Big Bend	4	0	0	4
Row%	100%	0%	0%	100%
Columbia Basin	5	0	0	5
Row%	100%	0%	0%	100%
Walla Walla	16	0	1	17
Row%	94%	0%	6%	100%
Whatcom	18	3	4	25
Row%	72%	12%	16%	100%
Tacoma	28	2	8	38
Row%	74%	5%	21%	100%
Edmonds	59	1	13	73
Row%	81%	1%	18%	100%
So Puget Sound	5	1	1	7
Row%	71%	14%	14%	100%
Bellingham	4	0	1	5
Row%	80%	0%	20%	100%
Lake Washington	25	3	11	39
Row%	64%	8%	28%	100%
Renton	52	3	13	68
Row%	76%	4%	19%	100%
Bates	23	6	6	35
Row%	66%	17%	17%	100%
Clover Park	41	4	13	58
Row%	71%	7%	22%	100%
Total	701	50	180	931
Row%	75%	5%	19%	100%

Row: Q-9. Would you recommend this college to others?

	YES	NO	UNCERTAIN	Total
Peninsula	1	0	0	1
Row%	100%	0%	0%	100%
Grays Harbor	43	2	5	50
Row%	86%	4%	10%	100%
Olympic	43	2	6	51
Row%	84%	4%	12%	100%
Skagit Valley	26	0	2	28
Row%	93%	0%	7%	100%
Everett	73	3	10	86
Row%	85%	3%	12%	100%
Seattle Central	76	2	5	83
Row%	92%	2%	6%	100%
North Seattle	5	0	1	6
Row%	83%	0%	17%	100%
South Seattle	0	0	0	0
Row%	0%	0%	0%	0%
Shoreline	36	0	2	38
Row%	95%	0%	5%	100%
Bellevue	23	0	1	24
Row%	96%	0%	4%	100%
Highline	21	0	2	23
Row%	91%	0%	9%	100%
Green River	30	3	5	38
Row%	79%	8%	13%	100%
Pierce	24	0	0	24
Row%	100%	0%	0%	100%
Centralia	20	1	5	26
Row%	77%	4%	19%	100%
Lower Columbia	12	0	1	13
Row%	92%	0%	8%	100%
Clark	5	1	1	7
Row%	71%	14%	14%	100%
Wenatchee Valley	3	0	1	4
Row%	75%	0%	25%	100%

Yakima Valley	31	0	7	38
Row%	82%	0%	18%	100%
Spokane	15	0	2	17
Row%	88%	0%	12%	100%
Spokane Falls	2	0	0	2
Row%	100%	0%	0%	100%
Big Bend	4	0	0	4
Row%	100%	0%	0%	100%
Columbia Basin	5	0	0	5
Row%	100%	0%	0%	100%
Walla Walla	16	0	1	17
Row%	94%	0%	6%	100%
Whatcom	19	2	4	25
Row%	76%	8%	16%	100%
Tacoma	32	1	5	38
Row%	84%	3%	13%	100%
Edmonds	66	0	7	73
Row%	90%	0%	10%	100%
So Puget Sound	4	0	3	7
Row%	57%	0%	43%	100%
Bellingham	4	0	1	5
Row%	80%	0%	20%	100%
Lake Washington	30	3	7	40
Row%	75%	8%	18%	100%
Renton	61	3	4	68
Row%	90%	4%	6%	100%
Bates	26	4	5	35
Row%	74%	11%	14%	100%
Clover Park	47	0	11	58
Row%	81%	0%	19%	100%
Total	803	27	104	934
Row%	86%	3%	11%	100%

Row: Q-4. The college and the Job Service Center or local Private Industry Council (PIC) are working together to best meet the needs of laid-off workers. Do you agree that the college and these other agencies work well together?

	DID NOT WORK TOGETHER	WORKED TOGETHER OKAY	WORKED TOGETHER TO REALLY HELP ME	DO NOT KNOW	Total
Peninsula	1	0	0	0	1
Row%	100%	0%	0%	0%	100%
Grays Harbor	2	17	19	12	50
Row%	4%	34%	38%	24%	100%
Olympic	4	19	11	14	48
Row%	8%	40%	23%	29%	100%
Skagit Valley	0	12	10	8	30
Row%	0%	40%	33%	27%	100%
Everett	17	34	16	19	86
Row%	20%	40%	19%	22%	100%
Seattle Central	13	9	9	51	82
Row%	16%	11%	11%	62%	100%
North Seattle	1	0	3	2	6
Row%	17%	0%	50%	33%	100%
South Seattle	0	0	0	0	0
Row%	0%	0%	0%	0%	0%
Shoreline	9	14	6	9	38
Row%	24%	37%	16%	24%	100%
Bellevue	1	8	5	8	22
Row%	5%	36%	23%	36%	100%
Highline	3	9	3	8	23
Row%	13%	39%	13%	35%	100%
Green River	11	11	3	12	37
Row%	30%	30%	8%	32%	100%
Pierce	1	5	9	7	22
Row%	5%	23%	41%	32%	100%
Centralia	3	2	15	6	26
Row%	12%	8%	58%	23%	100%
Lower Columbia	1	6	1	3	11
Row%	9%	55%	9%	27%	100%
Clark	0	5	0	2	7

Row%	0%	71%	0%	29%	100%
Wenatchee Valley	2	0	1	0	3
Row%	67%	0%	33%	0%	100%
Yakima Valley	3	13	14	7	37
Row%	8%	35%	38%	19%	100%
Spokane	2	8	4	3	17
Row%	12%	47%	24%	18%	100%
Spokane Falls	0	1	1	0	2
Row%	0%	50%	50%	0%	100%
Big Bend	0	1	2	1	4
Row%	0%	25%	50%	25%	100%
Columbia Basin	0	3	0	2	5
Row%	0%	60%	0%	40%	100%
Walla Walla	2	6	6	4	18
Row%	11%	33%	33%	22%	100%
Whatcom	5	8	6	6	25
Row%	20%	32%	24%	24%	100%
Tacoma	16	6	6	13	41
Row%	39%	15%	15%	32%	100%
Edmonds	8	36	13	16	73
Row%	11%	49%	18%	22%	100%
So Puget Sound	2	1	3	1	7
Row%	29%	14%	43%	14%	100%
Bellingham	0	3	2	0	5
Row%	0%	60%	40%	0%	100%
Lake Washington	7	15	12	5	39
Row%	18%	38%	31%	13%	100%
Renton	10	26	13	19	68
Row%	15%	38%	19%	28%	100%
Bates	5	11	11	8	35
Row%	14%	31%	31%	23%	100%
Clover Park	7	15	24	13	59
Row%	12%	25%	41%	22%	100%
Total	136	304	228	259	927
Row%	15%	33%	25%	28%	100%

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HOW SATISFIED WERE YOU WITH YOUR EXPERIENCE AT THE COLLEGE RELATED TO HELP WITH CAREER PLANNING?

Row: b. Help with career planning

	Not at all Satisfied	Not Satisfied	Satisfied	Very Satisfied	Total
Peninsula	0	0	1	0	1
Row%	0%	0%	100%	0%	100%
Grays Harbor	3	7	17	17	44
Row%	7%	16%	39%	39%	100%
Olympic	6	15	14	12	47
Row%	13%	32%	30%	26%	100%
Skagit Valley	1	6	14	5	26
Row%	4%	23%	54%	19%	100%
Everett	4	17	30	24	75
Row%	5%	23%	40%	32%	100%
Seattle Central	10	20	27	17	74
Row%	14%	27%	36%	23%	100%
North Seattle	0	2	2	0	4
Row%	0%	50%	50%	0%	100%
South Seattle	0	0	0	0	0
Row%	0%	0%	0%	0%	0%
Shoreline	4	8	16	6	34
Row%	12%	24%	47%	18%	100%
Bellevue	1	4	9	8	22
Row%	5%	18%	41%	36%	100%
Highline	1	8	8	3	20
Row%	5%	40%	40%	15%	100%
Green River	3	6	19	5	33
Row%	9%	18%	58%	15%	100%
Pierce	1	3	8	12	24
Row%	4%	13%	33%	50%	100%
Centralia	2	5	9	6	22
Row%	9%	23%	41%	27%	100%
Lower Columbia	1	1	5	3	10
Row%	10%	10%	50%	30%	100%
Clark	0	1	2	3	6
Row%	0%	17%	33%	50%	100%
Wenatchee Valley	0	1	2	1	4

Row%	0%	25%	50%	25%	100%
Yakima Valley	2	7	15	10	34
Row%	6%	21%	44%	29%	100%
Spokane	1	5	2	5	13
Row%	8%	38%	15%	38%	100%
Spokane Falls	0	0	1	0	1
Row%	0%	0%	100%	0%	100%
Big Bend	0	0	1	1	2
Row%	0%	0%	50%	50%	100%
Columbia Basin	0	1	2	1	4
Row%	0%	25%	50%	25%	100%
Walla Walla	1	3	5	4	13
Row%	8%	23%	38%	31%	100%
Whatcom	4	2	7	5	18
Row%	22%	11%	39%	28%	100%
Tacoma	4	10	13	9	36
Row%	11%	28%	36%	25%	100%
Edmonds	16	11	26	13	66
Row%	24%	17%	39%	20%	100%
So Puget Sound	0	1	4	2	7
Row%	0%	14%	57%	29%	100%
Bellingham	0	2	1	1	4
Row%	0%	50%	25%	25%	100%
Lake Washington	8	9	8	5	30
Row%	27%	30%	27%	17%	100%
Renton	4	13	28	12	57
Row%	7%	23%	49%	21%	100%
Bates	4	5	15	6	30
Row%	13%	17%	50%	20%	100%
Clover Park	5	13	19	15	52
Row%	10%	25%	37%	29%	100%
Total	86	186	330	211	813
Row%	11%	23%	41%	26%	100%

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TO WHAT EXTENT WAS COLLEGE 'RED TAPE' A PROBLEM IN WINTER 1994?

Row: j. College "red tape"

	NOT A PROBLEM	SOMEWHAT A PROBLEM	SIGNIFICANT PROBLEM	Total
Peninsula	0	1	0	1
Row%	0%	100%	0%	100%
Grays Harbor	35	10	3	48
Row%	73%	21%	6%	100%
Olympic	34	13	4	51
Row%	67%	25%	8%	100%
Skagit Valley	17	8	3	28
Row%	61%	29%	11%	100%
Everett	62	14	3	79
Row%	78%	18%	4%	100%
Seattle Central	39	25	17	81
Row%	48%	31%	21%	100%
North Seattle	2	3	0	5
Row%	40%	60%	0%	100%
South Seattle	0	0	0	0
Row%	0%	0%	0%	0%
Shoreline	15	13	8	36
Row%	42%	36%	22%	100%
Bellevue	16	6	1	23
Row%	70%	26%	4%	100%
Highline	10	11	1	22
Row%	45%	50%	5%	100%
Green River	18	11	9	38
Row%	47%	29%	24%	100%
Pierce	22	2	0	24
Row%	92%	8%	0%	100%
Centralia	16	8	0	24
Row%	67%	33%	0%	100%
Lower Columbia	6	2	3	11
Row%	55%	18%	27%	100%
Clark	4	3	0	7
Row%	57%	43%	0%	100%
Wenatchee Valley	3	0	1	4
Row%	75%	0%	25%	100%

Yakima Valley	19	7	9	35
Row%	54%	20%	26%	100%
Spokane	12	3	2	17
Row%	71%	18%	12%	100%
Spokane Falls	2	0	0	2
Row%	100%	0%	0%	100%
Big Bend	1	0	1	2
Row%	50%	0%	50%	100%
Columbia Basin	5	0	0	5
Row%	100%	0%	0%	100%
Walla Walla	11	3	2	16
Row%	69%	19%	13%	100%
Whatcom	15	8	1	24
Row%	63%	33%	4%	100%
Tacoma	20	14	4	38
Row%	53%	37%	11%	100%
Edmonds	51	10	8	69
Row%	74%	14%	12%	100%
So Puget Sound	3	3	1	7
Row%	43%	43%	14%	100%
Bellingham	4	1	0	5
Row%	80%	20%	0%	100%
Lake Washington	22	13	5	40
Row%	55%	33%	13%	100%
Renton	51	10	4	65
Row%	78%	15%	6%	100%
Bates	18	10	5	33
Row%	55%	30%	15%	100%
Clover Park	39	13	3	55
Row%	71%	24%	5%	100%
Total	572	225	98	895
Row%	64%	25%	11%	100%

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FOLLOW-UP SUMMARY REPORT for 92-93

30-May-95 Final-Summary-Table (Written May 1995)

EXIT-STATUS-DEFINITIONS

0=Leavers (less than 200 hrs)
1=Comp. 200 hrs but less than 900 hrs
2=not graduating but comp. at least 900 hrs
3=Degree (none shown for 9293)
4=Certificate/Diploma for prog. 1 yr or longer
5=Certificate/Diploma for Prog. less than 1 yr

Course Title	Prog.Code	Tot. Enr.	EXIT-STATUS CODES 0	1	2	3	4	5
ACCOUNTING CLERK	505	11	1	6				4
ACCOUNTING PARAPROFESSIONAL	505A	13		4			9	
ADMINISTRATIVE OFFICE MANAGEMT	547	15		4			11	
AUTO BODY REPAIR & REFINISHING	709	14		7	5		2	
AUTO PARTS SYS SALES, HANDLING	215	6		3	2		1	
AUTOMOTIVE TECH - FORD ASSET	712A	1					1	
AUTOMOTIVE TECHNOLOGY	712	51	1	12	5		33	
BAKER	847	12		5	1		6	
BANK TELLER	511	60	13					47
BARBERING	820	1					1	
BILINGUAL ASSISTANT	839A	4	1				3	
BILINGUAL ASST/SPECIALIST	839C	2						2
BOOKKEEPER	508	9	1	5			3	
CHILD CARE SPECIALIST	405	19	1	2	1		15	
CIVIL ENGINEERING TECHNOLOGY	612	7		5			2	
COMMUNICATION TECHNICIAN	651	12					12	
COMPUTER APPLIC /DATA ENTRY	517	33	3	8				22
COMPUTER ENGINEERING TECH	608	14					14	
COMPUTER SCIENCE	514	18		10	4		4	
COSMETOLOGY	823	39	2	10	7		20	
CULINARY ARTS CHEF	850	35	5	14	1		15	
CUSTOMER SERVICE REP	297	40	1	8	1			30
DENTAL ASSISTANT	305	38		3	2		33	
DRAFTING	778	42	1	14	1			26
ELECTRONIC MANFACTURING	789	27	2	4				21
ELECTRONICS ENGINEERING TECH	630	47		41	4		2	
EMERGENCY DISPATCHER	536	18	4	4				10
ESTHETICIAN	821	55		6			49	
FASHION MERCH/MARKET/MGMT	210	14		6			8	

Course Title	Prog.Code	Tot. Enr.	EXIT-STATUS CODES					
			0	1	2	3	4	5
FIELD SURVEY TECHNICIAN	624	2		2				
GENERAL OFFICE SECRETARY	550	7		1	2		4	
HEALTH & FITNESS TECHNOLOGIST	351	14	1	3	1		9	
HEALTHCARE OFFICE ASSISTANT	567B	10	2	1				7
HOSPITAL NURSING ASSISTANT	329A	15	2					13
INDUSTRIAL ELECTRONIC TECH	657	9		1			8	
INFORMATION PROCESS SECRETARY	566A	10			1		9	
INSTRUCTIONAL ASSISTANT	839	15						15
INSTRUCTIONAL ASST/SPECIALIST	839B	2		2				
JOB SKILLS FOR TRADE/INDUSTRY	759	34		4				30
LAND SURVEY TECHNICIAN	624A	11		1			10	
LEGAL ADMINISTRATIVE ASSISTANT	577	13		5	3		5	
LICENSED PRACTICAL NURSE	326	43	1	13	4		25	
MACHINE TECHNOLOGY	808	21	2	16			3	
MAJOR APPLIANCE/REFRIG TECH	706	25		10	1		14	
MANICURIST	821A	2						2
MEDICAL ADMIN SECRETARY	565	4		1	2		1	
MEDICAL OFFICE ASSISTANT	567A	3		2				1
MEDICAL RECEPTIONIST	567	21	1	4	1			15
MEDICAL TRANSCRIPTIONIST	574	11	2	4			5	
MUSICAL INSTRUMENT REPAIR TECH	883	11	1	5			5	
NUMERICAL CONTROL PROGRAMMING	809	3	1					2
NURSING ASSISTANT, CERTIFIED	329	100	14	8				78
OFFICE ASSISTANT	553A	42		6				36
OFFICE EQUIPMENT SERVICE TECH	724	7		2			5	
PHARMACY TECHNICIAN	399	25		3			22	
RECEPTIONIST	553	28	4	12				12
SECRETARIAL SCIENCE	551	5		4			1	
SURGICAL TECHNOLOGIST	332	21		6			15	
WAREHOUSING	539	13	2	1				10
WELDING	814	26	3	15	1		7	
WELDING BRUSH-UP	814A	1		1				
WORD PROCESSING SPECIALIST	566	9		2	1		6	
		1220	**72**	**316**	**51**		**398**	**381**

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RENTON TECHNICAL COLLEGE
DEPARTMENTAL BUDGET FOR 1993-94

Attachment #C.3.A
DATE: 02-Jun-93

DEPARTMENT BUDGET: 105-061-MC01
DEPARTMENT NAME: FINANCIAL AID
BUDGET AUTHORITY: JON POZEGA

FTE Staff			Object	Name/Description	Current 1992-93	Proposed 1993-94	Change
Current 1992-93	Proposed 1993-94	Change					
1.00	1.00	0.00	AA-01	FIN AIDE OFFICER	$42,874	$43,507	$633
1.00	1.00	0.00	AQ-01	ASSIST FIN AIDE	$25,332	$25,706	$374
1.00	1.00	0.00	AQ-02	FIN. AID SEC	$18,612	$17,803	($809)
			AQ-03	PART TIME HOURLY	$4,500	$4,500	$0
			B	BENEFITS	$25,749	$25,779	$30
				TOTAL SAL & BEN	$117,067	$117,295	$228
			EA	SUPPLIES & MATERIALS	$3,400	$3,350	($50)
			EF	PRINTING & REPROD	$2,000	$4,000	$2,000
			EG	PROFESIONAL DEV	$500	$1,300	$800
			G	TRAVEL	$3,000	$3,950	$950
			JC	CAPITAL OVER $1000	$2,000	$0	($2,000)
			KB	CAPITAL UNDER $1000	$1,000	$150	($850)
				TOTAL BUDGET	$128,967	$130,045	$1,078

ENTON TECHNICAL COLLEGE
EPARTMENTAL BUDGET FOR 1993-94 DATE: 28-May-93

EPARTMENT BUDGET: 105-061-MB02 & MD02 BUDGET AUTHORITY: JON POZEGA

EPARTMENT NAME: COUNSELING

FTE Staff			Object	Name/Description	Current 1992-93	Proposed 1993-94	Change
Current 1992-93	Proposed 1993-94	Change					
1.00	1.00	0.00	AE-01	OCCP SPECIALIST	$46,913	$47,607	$694
1.00	1.00	0.00	AE-02	COUNSELOR	$48,364	$49,079	$715
1.00	1.00	0.00	AE-03	OCCP SPECIALIST	$46,913	$47,607	$694
1.00	1.00	0.00	AE-04	COUNSELOR	$46,913	$47,607	$694
1.00	1.00	0.00	AE-05	OCCP SPECIALIST	$38,546	$40,588	$2,042
			AH-02	EXTRA DAYS 5	$5,344	$5,458	$114
			B	BENEFITS	$66,563	$67,544	$981
				TOTAL SAL & BEN	$299,556	$305,490	$5,934
			EA	SUPPLIES & MATERIAL	$200	$1,500	$1,300
			EF	PRINTING & REPROD	$3,300	$1,250	($2,050)
			EG	PROFESSIONAL DEV	$2,000	$2,450	$450
			ER	PURCHASED SER	$3,500	$1,800	($1,700)
			G	TRAVEL	$3,000	$1,500	($1,500)
			JC	CAPITAL OVER $1000	$2,000	$5,200	$3,200
			KB	CAPITAL UNDER $1000	$1,000	$3,750	$2,750
				TOTAL BUDGET	$314,556	$322,940	$8,384

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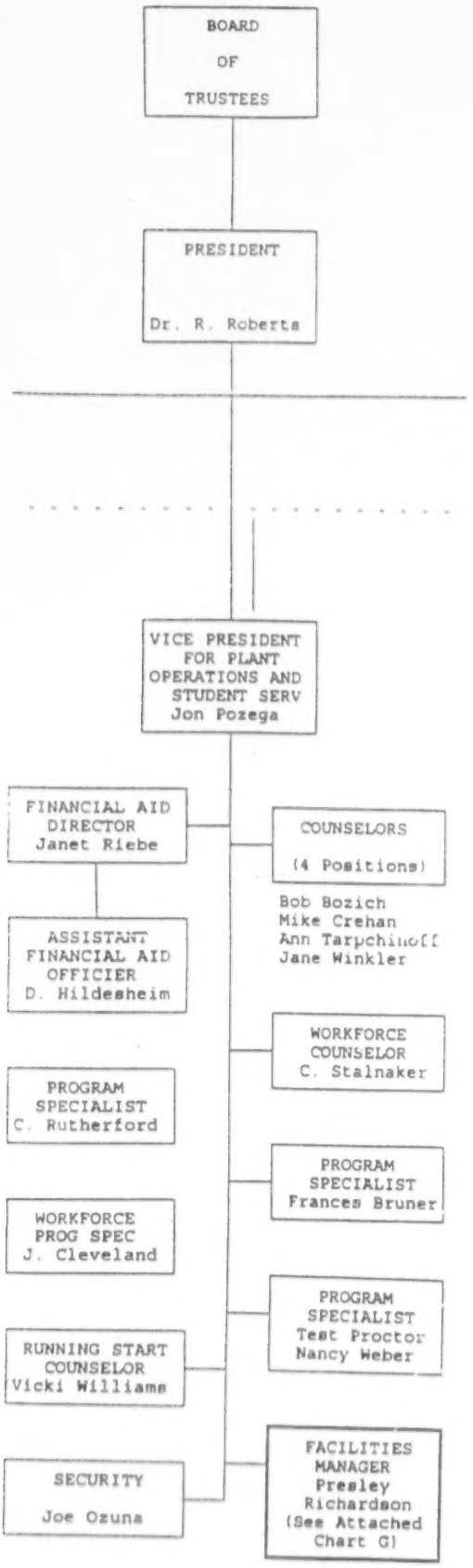
Attachment #C.1.A

RENTON TECHNICAL COLLEGE
ORGANIZATIONAL CHART - STUDENT SERVICES



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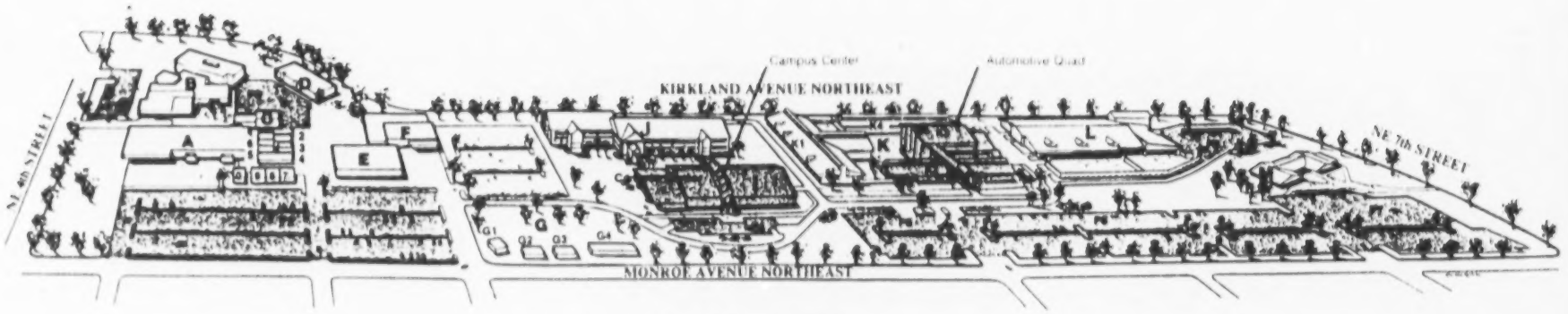
Renton Technical College

Campus Guide



MAIN CAMPUS

3000 NE Fourth Street
Renton, WA

A – MCCORMICK

Lathers/Acoustical/Drywall Systems Apprenticeship
Roofers Apprenticeship
Welding/Boilermakers Apprenticeship

B – HEALTH OCCUPATIONS

Dental Assistant
Health and Fitness Technologist
Legal Administrative Assistant
Licensed Practical Nurse
Medical Secretary Programs
Nursing Assistant, Certified
Parent Education
Pharmacy Technician
Surgical Technologist
Alcohol Education
Child Care Specialist
Teacher Aide

C – CENTRAL HEATING

D – BASIC STUDIES CENTER

Accounting
Adult Basic Education
Adult Education
General Education Development (GED)
Testing Center

E – HOUSER

Asbestos Workers Apprenticeship
Major Appliance and Refrigeration Technology
Plasterers Apprenticeship

F – ANDERSON

Boilermakers Apprenticeship
Data Entry/Computer Applications
Machinists
Machinists Apprenticeship

G – HORTICULTURE

G1 Display Greenhouse
G2 Classroom
G3 Maintenance
G4 Production Greenhouse

I – CAMPUS CENTER

(Upper Level)
Accounting
Administration
Bookstore
Counseling
Financial Aid
Public Relations
Registration
(Lower Level)
Bakery
Cafeteria
Culinary Arts
Culinaire Room
Fast Foods
Mailroom/Print Shop

J – TECHNOLOGIES

Administrative Office Management
Bank Teller
Civil Engineering Technology
Computer Aided Drafting
Computer Graphics
Computer Science
Customer Service Representative
Drafting
Electronic Manufacturing
Electronic Technician
Emergency Dispatcher
Fashion Merchandising, Marketing and Management
Musical Instrument Repair Technician
Office Equipment Service Technician
Secretarial Professions
Security Office

K – AUTOMOTIVE TECHNOLOGIES

(Upper Level)
Automotive Quad Classrooms (K3)
(Lower Level)
Auto Body Repair and Refinishing (K1)
Auto Mechanics (K2, K4)
Auto Parts Systems, Sales and Handling (K3)
Ford Motor Company ADEPT Program (K3)
Ford Motor Company ASSET Program (K2)
Plant Maintenance (K1)
Warehousing (K3)

L – CONSTRUCTION TRADES

Carpentry Apprenticeship
Mill Cabinet Apprenticeship
Job Skills for Trade and Industry (ANEW)

M – FAMILY LIFE/CHILD CARE

Child Care Center
Clothing and Textiles

PORTABLES

1. English As A Second Language (ESL)
2. ESL
3. ESL
4. LADS Apprenticeship
5. LADS Apprenticeship
6. LADS Apprenticeship
7. Business Lab
8. Business Lab
9. Business Lab

PARKING AREAS

P1 Student Parking
P2 Student Parking
P3 Student Parking
P4 Visitor/Dining Room Parking
P5 Student Parking
P6 Student Parking
P7 Student Parking
P8 Student Parking

OFF-SITE CAMPUS

SARTORI

315 Garden Avenue N
Renton, WA

(Upper Level)
Supplemental Vocational Training/Community Service Classes
(Lower Level)
Plumbers, Pipefitters, Refrigeration Fitters Apprenticeship

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